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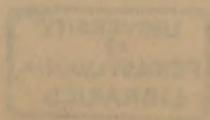
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A STUDY OF BOYS' INTERESTS IN LITERATURE

BY

NORMAN L. JONES

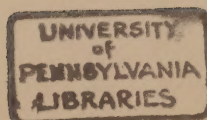
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J. M. Latah

TABLE OF CONTENTS

CHAPTER I	Page

Review of Previous Related Studies	3
CHAPTER II	

Method of Present Study	17
CHAPTER III	

Scope of Present Study	23
CHAPTER IV	

Analysis of Data	26
CHAPTER V	

Consideration of Elements and Influences	62
CHAPTER VI	

Conclusions	96

Bibliography	101

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ILLUSTRATIONS

GRAPHS	Page
I. Contrasting the Volume of Fiction Reading .	27
II. Contrasting the Volume of Non-Fiction Reading	28
III. Total of Readings	31
IV. Total Monthly Readings of Non-Fiction	32
V. Total Monthly Readings of Grade 9	33
VI. Total Monthly Readings of Grade 8	33
VII. Total Monthly Readings of Grade I.H.S.	33
VIII. Total Monthly Readings of Grade 7	34
IX. Total Monthly Readings of Grade 6	34
X. Total Monthly Readings of Grade 5	35

CHARTS	
I. Relation of Various Influences on Book Selections	63
II. The Shifting of Ranks of Qualities in Different Grades	87

TABLES	
I. Age-Grade Table	25
II. Total Volumes of Fiction Reading	30
III. Total Volumes of Non-Fiction Reading	30
IV. Total Number of Boys Reading Religious Books	47
V. Distribution of Boys Who Read Bible	50
VI. Distribution of Boys Who Read Catholic Prayerbook	50
VII. Total Distribution of Magazine Reading	55

CHAPTER I

REVIEW OF PREVIOUS RELATED STUDIES

From the time that scientific study of reading began in Europe, about the middle of the nineteenth century, to 1900, few of such studies were made in the United States. It was after 1900 that the United States began, and since then the scientific interest in reading has increased so rapidly in this country that it now surpasses all other countries in productive work in this field. These studies have covered many phases of reading, from visual perception and studies of eye movements to the study of interests and reading courses in the schools. Such investigations covered various topics and considered subjects as; vocabulary tests, rate of reading, historical development of school readers, rhythm in oral reading, content of school readers, appropriate reading material for the various grades, provisions for individual differences, diagnostic and remedial work, advantages of classification into ability groups, studies of the interest of school children in reading, and many others.

The many studies of the last ten years, on various phases of the reading problem, grew out of the fact that educators have recognized the urgent need for a study of this problem. There has been a widespread conviction among educators that pupils are leaving school with a horror for literature. The acquaintance which boys and girls have had with it has been in the form of detailed analysis and minute study of every rhetorical example of various pieces of "required" liter-

ture. The interests of the pupils evidently have not been seriously considered. As a result little or no relation was seen between the literature of the school and the literature of their voluntary reading. This is a condition which should not exist and educators are trying to find a solution to the problem. They are investigating into the methods of teaching with a view of correcting and improving procedures so as to secure better results from the teaching of literature. This interest has been so widespread that there are few progressive school systems which are not making, each year, scientific studies of reading problems.

Even in view of the numerous studies, the surface of this matter has merely been scratched. At present there is insufficient knowledge of children's interests in literature to form an accurate basis for school reading lists. The studies on this subject, that have been made, apply mainly to the local communities studied. While there seem to be certain interests which are general for all pupils, there are also other interests which are peculiar to each community. It is necessary for each community to do its own investigating in order to find a solution for its problems. Too many of the present-day school reading lists have been made by adults, who based their judgments upon their own tastes rather than upon the tastes of the pupils which the lists were to serve. A more accurate scientific guide is needed to direct those who are making such lists. It is only by means of many studies, such as are reviewed below, that this guide can be found. The present movement is to concentrate upon the essentials of the literature course, to find what they are, and then to prescribe a course which will be more practical than many now in use.

In 1895 Clark Wissler¹ made a study on pupils' interests in reading in Indiana. He asked several questions with re-

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1. Wissler, Clark :Pedagogical Seminary V : 523-40 (1898)

ference to their reading book of the previous year. From what the pupils remembered of the contents of this book he judged their interests. The study included 1060 girls and 890 boys. He assumed that the selections which they remembered were the most interesting to them.

As a result of this study of grades three to eight, inclusive, he found that in grades seven and eight, stories of everyday-life lead, but the liking for fables disappears at this age. In his conclusions he states that, with reference to fiction, the boys show "a gradual decline with the advancement of age."¹ That is, the older the boy becomes the less fiction he reads. Wissler found that interest in poetry increases rapidly with age. This group of boys was not interested in travel. Interest in religious books was constant while interest in science was small. Interest in humor was also small. "Humor is the product of the mature and the highest types are found among the most mentally acute. The appreciation of it begins about the time of adolescence."²

"The literature most appreciated by pupils in the elementary school is that which presents the true, the beautiful, the heroic, and the good in the same concrete way as the busy world around them. Fiction and poetry are the preferred forms."³

"The complete narrative makes a lasting impression, while the story in outline is treated as uninteresting."³

"Sex differences increase with the grades. Girls taking more interest in the emotional side of life; boys in the activities and struggles by which ambitions seek realization. Boys show greater individuality."³

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1. Ibid. p. 537

2. Ibid. p. 538

3. Ibid. p. 540

In 1897 an investigation was made by J. C. Shaw¹ in Worcester, Massachusetts. He studied 900 school children from the viewpoint of their interests in reading. All grades above the second were represented. Choices were made from the books which the children had read. The following books were given in their order of choice:

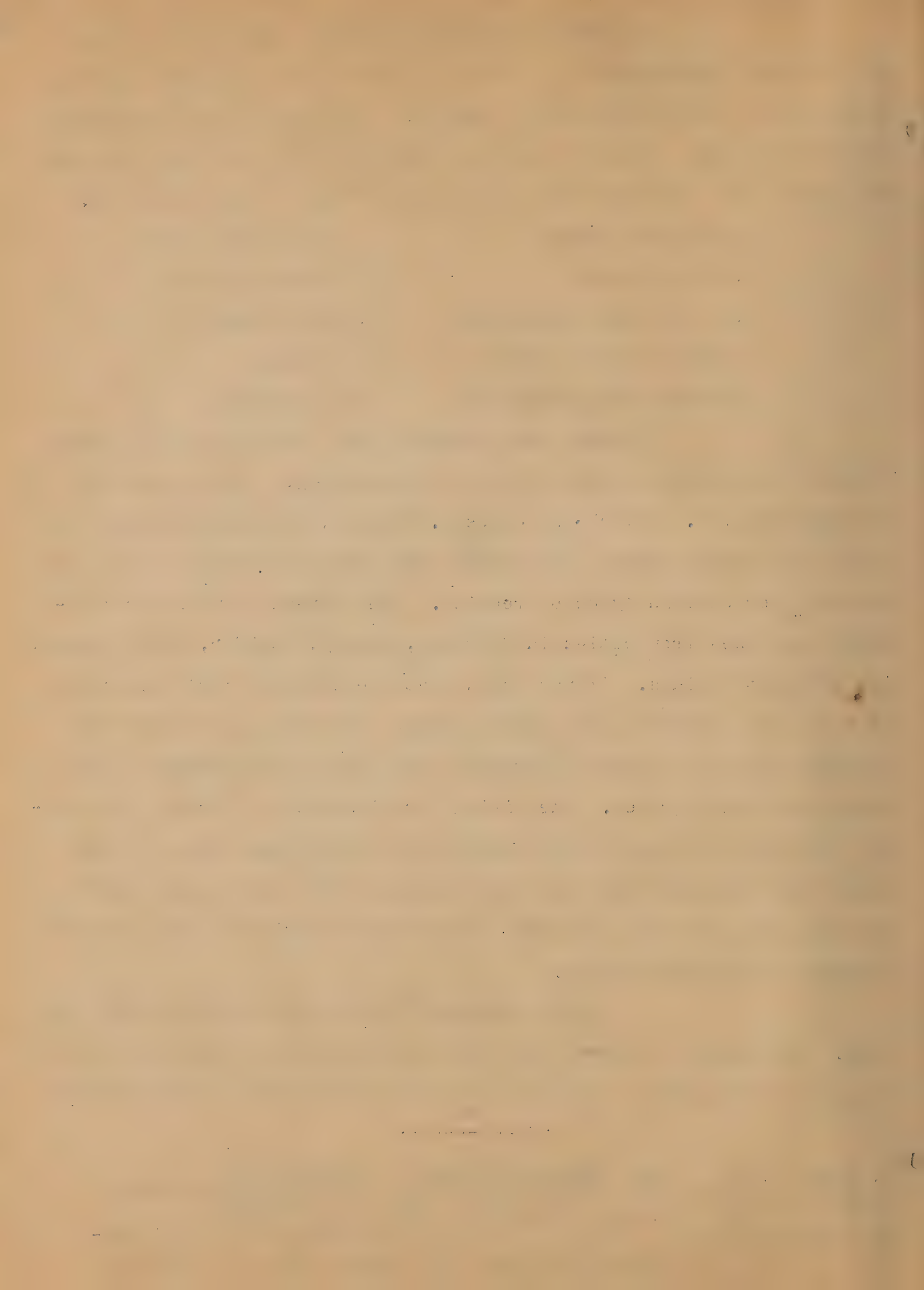
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|---------------------------|----------------------|
| 1. Robinson Crusoe | 6. Uncle Tom's Cabin |
| 2. Little Women | 7. Arabian Nights |
| 3. Little Lord Fauntleroy | 8. Black Beauty |
| 4. Grimm's Fairy Tales | 9. Ivanhoe |
| 5. Swiss Family Robinson | 10. Little Men |

Another study made in 1897 was that on children's interest in reading by means of the questionnaire. It was made in Colorado by R. W. Bullock and James A. Russell.² Children between the fifth and twelfth grades, inclusive, were asked to indicate their preferences for certain types of reading. One thousand five hundred replies were used from cities in Colorado, namely, Boulder, North Denver, and Colorado Springs. It was found that the element "war" was popular in the sixth, seventh, and eighth grades. Stories of adventure were popular with boys through this period and reach their maximum in the eighth and ninth grades. The liking for biography and travel grows until the ninth grade and then remains at a fairly high level. It was found that they care most for love stories in the high school grades. In the sixth grade they are fond of detective stories but the interest dies out as they grow older.

H. C. Henderson³ also made a similar study in 1897. It included replies from "three thousand school children in eight representative grammar schools of the City of Chicago." Among others,

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1. Shaw, J. C.: West Virginia Journal - October 1897
2. Russell & Bullock: "Some Observations of Children's Reading." N.E.A. Proceedings, 1897, pp.1015-1021.
3. Henderson, H. C.: Report of State Superintendent of Public Instruction of New York State, 1897, II: 978-91.



these two questions were asked: (1) What books have you read since school opened last September? (2) Which one of these did you like best? After analysis of the replies it was found that girls lead in liking fiction and poetry while boys surpassed in all else. As a result of the contrast between different types of books the pupils gave the following information:

Kidnapped and Treasure Island for "action and suspense for a story plot."

Henty's books are "exciting."

Canoemates "has some brave fellows in it."

Youth's Companion "has a variety of articles."

Scientific American "for its happenings all over the world."

Ben Hur is "not like other stories."

Earl Barnes¹ made a study of children's recollections of matter read and draws from it conclusions as to their interests in much the same manner as Wissler. His cases are much more limited, being confined to 101 papers. He found that children were the subjects in thirty-six cases, animals in twenty-three, and fairies in fifteen. Bible stories are separately listed but here again animals are prominent, the favorite being Daniel's lion, Jonah's whale, and the memorable procession of Noah. This he presents as "one more slight piece of evidence that the child lives in a world of children where animals take second place and fairies hold their own, but grown people have slight recognition."

He also draws conclusions from two love stories² written by two girls but his evidence here is not very indicative because of the limited number of cases.

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1. Barnes, Earl - How Children Judge Character, pp. 94-97

2. Barnes, Earl - "Two Love Stories Written by Children"
Studies in Education - Vol. I pp. 24-26

In 1898 Clara Vostrovsky¹ made a study at Modesto, California. The study was "an effort to ascertain in some measure the general reading tastes of school children before any organized effort has been made to direct it." She studied the answers of 604 boys and 655 girls. These replies were given to several questions which she asked them concerning their spontaneous reading at the library.

The questions which she asked the boys and girls of ages 9 - 19 were:

1. (a) Do you take books from the Public Library?
(b) If so, how often?
2. (a) What was the name of your last book?
(b) Why did you take it?
(c) How did you like it?

As a result of her study she found that only about one-half of the boys studied, use the library and that boys care most for books of adventure. There was a wide dissimilarity in both authors and titles. Nearly half of the books read were "Juvenile story books." Boys liked books on science, biography, history and travels. Miss Vostrovsky says that, "It is probable that the special reading tastes of boys and girls may have their foundation in the history of the race!"²

In the study it was found that "Juveniles and Fiction" together comprised 64% of the boys' lists and 75% of the girls. The remainder were divided among history and historical biography, with 15% of boys and 10% of girls; literature and literary biography 4% of boys and 7% of girls; travels, 4% of boys and 3% of girls; science 7% of boys and 2% of girls; miscellaneous, 6% of boys and 3% of girls. In the case of nine year old children, "juveniles" made up 100% of both boys' and girls' lists. Miss Vostrovsky states

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1. Vostrovsky, Clara - "Children's Tastes in Reading": Pedagogical Seminary VI: pp.523-538.

2. Ibid. p. 535

that "children evidently consider the library not as a storehouse for knowledge but as a storehouse for stories, and one cannot help but wonder whether children who live so largely in the imaginative world are not apt to lose sight of the beauties and enjoyments of real life." But she says, "On the other hand, it must be remembered that the story, by broadening the horizon and bringing into it new associations, serves as one of the most effective helps to growth (if the stories are well chosen) that is open to children."

She concludes that when pupils are allowed to develop without influence, "the tendency is often towards a selection of books which unfit one for every-day living, either by presenting, on the one hand, too many scenes of delicious excitement, or, on the other, by narrowing the vision to the wider possibilities of life."¹

E. A. Kirkpatrick² finds that "from the fourth grade to the ninth grade girls read more poetry and stories than boys do, but boys read more travel and history." "The most surprising and lamentable fact appearing in these answers is that almost no scientific books are being read, and few that may be classed as scientific and literary."

C. H. Thurber³ says, "From the honest confession of a large number of pupils I find that 91% of it (their voluntary reading) is light modern fiction; 5% essays, biography, and science; a little more than 1% poetry; and a little more than 2% what we should call literature."⁴

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1. Ibid. p. 535

2. Kirkpatrick, E. A. - "Children's Reading" - Northwestern Monthly VIII pp. 188-91. 1898. Also Vol. IX pp. 229-33

3. Thurber, C. H. - "Voluntary Reading of the Classical High School" School Review XIII p. 171

4. Ibid. p. 171

He further says, "Never, however, have I found a boy reading a book positively vicious, or, in my mind, wholly worthless."¹ "We must realize that the large majority of our pupils' voluntary reading is simple, crude narrative, entirely lacking in literary style or spirit or purpose."¹

Fred W. Atkinson² made a study of the reading of children during summer vacation. This study was made at Springfield, Massachusetts. The aim was "to find out the reading done at a time when the young people were without direct school guidance." The information was collected on the opening day of school. Each pupil was asked to write down the titles of books that he had read during the past summer. From a study of this material Atkinson formed his conclusions. He found that the freshman class read such standard works as, *Ivanhoe*, *The Lady of the Lake*, *Uncle Tom's Cabin*, *Julius Caesar*, *Hamlet*, *Treasure Island*, *The Tale of Two Cities*, *The Old Curiosity Shop*, etc.. No bad books but a few useless ones were read. There was a wide interest in travel and adventure, but the liking for biography was greater.

In 1912, Roxanna Anderson³ sent out a questionnaire to several schools in Iowa and asked questions relative to the reading which the pupils had done and asked them to make comments on this reading. The study included 269 boys and 319 girls. Here again it was found that boys liked adventure the best. They liked "stories that are full of action and outdoor life." It was found that "there was a noticeable change in taste in both the boys and girls with increasing age. Some books which were popular with the freshmen entire-

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1. Ibid. p. 171

2. Atkinson, F. W. : "The Reading of Young People." *Library Journal* XXXIII pp. 129-34, 1908.

3. Anderson, Roxanna E. : "A Preliminary Study of the Reading Tastes of High School Pupils", *Pedagogical Seminary* XIX: pp. 438-60

ly disappear from the lists before the senior year is reached."

"Boys care less for the recommendations of others than the girls do.

They exercise greater independence and individuality of choice than do girls. Boys choose as ideals, historic and public characters, while girls very generally prefer characters from fiction."

Allan Abbott¹ in 1912, combined two reading lists, one published by Harvard in 1897 and the other included in a report of the sub-committee on English to the National Educational Association Committee on College Entrance Requirements. There were 178 books in all. Pupils were asked to check this list for books which they liked, and did not like, and were also asked to add any that were favorite books or poems. 2649 answers were received from boys and girls between the ages of fourteen and nineteen.

- After a careful study of the answers Abbott says the high school boys like the Gunboat Series, The Henty Books, Pyle's Robin Hood, and Mark Twain. He further says that, "High School boys and girls are frankly young: they lack subtlety, complexity of interest, minute insight and the sense of form, and consequently do not relish these qualities in books. Their interest is always in content rather than in style; in the direct story rather than in one to any degree satiric or symbolic."² He also found from his study that the books read "show the prevailing love of adventure on the part of the boys and of sentiment on the part of the girls."² "Boys and girls like novels of the day, whatever the subject; they enjoy the study of manners of daily life if it is the study of their own daily life, as in Miss Alcott or Hughes."³

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1. Abbott, Allan - "Reading Tastes of H. S. Pupils" - School Review X, pp. 585-600

2. Ibid. p. 597

3. Ibid. p. 598

This study is a valuable one but the results cannot be given too wide an application since the choices were largely made from a selected series of books, therefore limiting the possibilities.

During the same year C. E. Jones¹ made an investigation when school opened in September. He gave out questions to the teachers and pupils in seven cities in New York State. The first grade in the high school reported upon the reading done in the eighth grade of the elementary school, and the fourth year high school pupils reported on the third year high school work.

Among the questions were the following:

1. "What books, stories, or poems, aside from your regular school course, have you read since a year ago?"

2. Which did you particularly like, and why?"

After a careful study of the replies Jones found that science, biography, and essays were almost negligible. The older boys were not so accurate in their descriptions of the reasons why they liked books. These boys showed more "consideration for social approval, a certain fear of being thought unlike the others, a scholastic attitude which reaches its maximum in 'description is good' or 'describes nature' etc.". He concludes that the "fiction most popular is that in which strong plots hold a large place in proportion to the other elements of novel structure". He also found that "throughout the course there were occasional expressions of a positive love for poetry for the poetic elements".

One most recent study along this line is that of Arthur M. Jordan². In 1921 Dr. Jordan made a study covering 3593

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1. Jones, C. E. : "Sources of Interest of High School English".
New York American - 1912.
2. Jordan, Arthur M. : "Children's Interests in Reading". Contributions
to Education, No. 141 - Teachers College,
Columbia University, 1924.



pupils from the sixth grade through the high school. His aim was similar to the present study, namely, to find out just what children's interests in literature are. His data were secured by means of the questionnaire which he submitted partly himself and partly through principals of the schools of six cities in the west and south.

The following were several of the questions¹ asked:

1. "Will you kindly write down for me the name of the book you like best of all the books you have ever read?"
2. "Will you write down for me the name of the book you like next best of all the books you have ever read?"
3. "Will you write down for me the name of the magazine you like best of all the magazines you have ever read?"
4. "Will you write down the name of the magazine you like next best of all the magazines you have ever read?"

As a result of this study Dr. Jordan found that books and magazines of adventure comprised "58% of the total choices and a majority of choices at every age."² There was a great appeal for "The Call of the Wild", the "Boy Scout Series", and "Treasure Island." "The American Boy" magazine was the most popular of the magazines while science came next with the "Popular Mechanics". The pupils' interest in humor, biography, history, poetry, and information was small.

He found that "There are a number of changes in the interests of both boys and girls. The interest in fiction increases rapidly in the case of both, boys and girls in both magazines

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1. Ibid. p. 44
2. Ibid. p. 88

and books from 9-18 years."¹ Interest in adventure increases with boys between the years 9-11 and 12-13. A rapid increase in science takes place between the years 9-11 and 12-13. A rapid increase of interest in current events occurs from 9-18 years.

Dr. Jordan also made a study of six libraries in New York City and two in nearby cities. He examined shelf lists of those libraries and listed the names of books of which there were "three copies or more in the case of the smaller libraries, and four copies or more in the larger ones. With these lists in hand, the shelves were carefully inspected for three successive days and records made of books on the shelves."²

From these lists he subtracted,²

1. "All books worn out, but not yet taken from the shelf list.
2. All books gone to the bindery.
3. All books to be mended.
4. All books withdrawn for any other reason."

As a result of this careful checking he obtained,²

1. "The actual number of copies in circulation.
2. The number of worn out copies.
3. The number of copies actually present on the shelves of the library."

By remaining in the library from one to three weeks Dr. Jordan made about eight hundred observations regarding the books which the children chose. After many calculations and comparisons with the lists he had made, he found that, as an author, Altsheler ranked first among the boys with Henty and Barbour second and third

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1. Ibid. p. 91

2. Ibid. p. 93

respectively.

He also found "that what-and-how-to-do books are popular with boys at the approximate age of 12"¹ and that "battles and adventures constitute the major portion of the interest in biography and history."¹

Some of his final conclusions were:²

"That the major interests of boys from 10 to 13 years in reading are included in four general types of fiction: (a) Books concerned with war and scouting: (b) Those concerned with school and sport: (c) Those concerned with the Boy Scouts: and (d) Those concerned with strenuous adventure."

"That Barbour is the most popular writer of school and sports; Burton of Boy Scouts; and Clemens of strenuous adventure."

"That in non-fiction, the interest centers around the what-and-how-to-do books. The Boy Scout Manual is by far the most popular of this group, although books on aeroplanes, submarines, kites, engines, puzzles, and magic are in certain seasons very much sought after."

"That the interest in biography and history is confined to those authors who can write history and biography in the form of an exciting story."

"That St. Nicholas, Popular Mechanics, Scientific American, American Boy and Boy's Life are the most popular magazines among the boys."

Certain of these studies had their limitations. In Miss Votrovsky's study the children's reading selections were in part, at least, determined by the public library's collection of books within the range of their reading ability. Travel was not mentioned. This may have been due to the absence of any books of travels in their

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1. Ibid. p. 103

2. Ibid. p. 128-129

environment, or, at least, within their reading capacity.

To some extent the conclusions of Barnes, Wissler and Vostrovsky agree. Both Wissler and Vostrovsky find indications of preference for fiction and little indication toward poetry. Both agree that animals are the subjects of special interest. These two studies are based on a sufficient number of cases to lend considerable reliability to their results.

Dr. Jordan's study is the most scientific and carefully carried-out study in the field. It covers a larger number of cases and therefore should bear greater reliability than the other studies mentioned. He also indicates that there is a much greater preference for fiction than for any other form of literature. There seemed to be a great appeal to the "Call of the Wild" on the part of both boys and girls, while most of the non-fiction books were concerned, mainly, with the "what-and-how-to-do" books. This study of Dr. Jordan's bears the greatest similarity to the present study.

CHAPTER II

METHOD OF PRESENT STUDY

The boys included in this study are students attending a private school located in a metropolitan area. The group represent 50% of the entire student body which is made up wholly of orphan boys. This institution comprises grades one to eleven, inclusive. The aim is to complete in eleven years what the public schools do in twelve years. The course of study is so planned that when a boy leaves the school he is fitted to take a position or to go on to college. Quite a number pursue college courses.

Practically all of the boys' time is spent in the school, with the exception of Saturdays, holidays, and vacations (Easter, summer, Christmas). With this in mind it may be said that the boys spend a very large portion of their time in the school, and that they become just what they, themselves, or the school makes them. By far, the greatest number of influences on their reading are likely to come from the school and its environment. They have excellent opportunity for a wide reading selection from a main library (to be mentioned later) of 30,000 volumes and from numerous home room libraries. These boys do not have the intimate home contacts that most boys get. They meet adults in the school but often are not in close relationship with them.

There are adequate recreational facilities such as playgrounds, gymnasium, swimming pool, etc. There are plenty of



opportunities for the boys to take part in these activities during their time out of school. A daily routine is planned for each boy and he is under supervision practically all of the time, after school as well as in school. In the course of a day he meets many different boys, officers, and teachers, and is influenced by each in varying degrees.

The grades included in this study were selected because it is generally believed that these ages represent the time in the boys' lives when the greatest amount of choice in reading exists and when the greatest changes in interest occur. But it was desired to learn, scientifically, just what these choices are and to what extent the interests change. While the group in this study is a mid-section of the student body, it is hoped that some time in the future the investigator may be able to supplement the study with a similar analysis of the reading interests of the remaining boys.

In attempting a study of this kind there are several ways in which data may be collected. A well-known way is by the questionnaire method. In following this method the investigator works out a list of questions destined to bring out the points and details which he wishes to study. Then each subject is given a copy of the questionnaire for the purpose of answering the questions. From these replies the investigator secures his data. A less common practice is to question adults about their reading at an earlier age. This method is not as reliable as the first, because many inaccuracies are likely to appear from lack of memory, and then there is the added difficulty of interpreting something of the past in terms of present interests. A third method is by means of observation and experiment. By this plan the investigator reads certain literature to a class and asks the members to express their opinions about the selections read. Still another method sometimes used is that of studying the records of with-

Since accurate and reliable information was desired for this study, the questionnaire method was selected as the best means of getting the necessary data. At first a tentative set of questions was formulated and a group of fifty boys was selected. Each boy was given a 5 x 8 ruled card on which to write the data. Boys of grade five were selected because it was assumed that if they could comprehend the questions and directions the older boys would have no trouble in doing so. The investigator then gave the directions slowly to this trial group and had the boys write the data on the cards. After these trial cards had been collected the investigator inspected them carefully in order to detect where the directions were not clear. It was found necessary to make several changes in these directions so that accurate results might be guaranteed.

After the original directions had been revised the next step was to plan to meet the boys of the entire group to be studied for the purpose of getting the desired data. Each grade was divided into a number of classes, each meeting in a different place. There was no time when these classes all met in one group except in the morning assembly. But it was not practical to secure data at that time. So it had to be planned to meet each group separately. It was clearly seen that this would be a lengthy task but it was the best way to get the data. As a result of the final plan, groups were met in the study halls, class rooms, and home rooms. A definite schedule had to be worked out for the regular visitation with these groups.

Then the matter of collecting the data was considered. It was definitely decided to use 5 x 8 ruled cards. At first it was planned to give each boy a card in September and to collect it at the end of January. But there was the danger of the boys

either losing the cards or forgetting to record the readings. This would have been the easiest plan but not the most practical. After due consideration it was decided to visit each group once a month, distribute the cards, give the instructions, have the boys record the information desired, and then, to collect the cards and keep them until the next month's reading was to be recorded, and then repeat the process. In this way the boys had little chance to forget about their reading and accurate data were secured.

It required considerable time and energy to visit these many groups. Not much difficulty was encountered with the larger boys. Many of them kept individual reading lists and each time the cards were given out, transferred these lists to the cards. The smaller boys, naturally, had more difficulty in understanding directions. More explanations had to be made and more questions had to be answered. It was also necessary to carry a generous supply of pencils for the use of these boys.

At each meeting of each group the following directions were given:

"I would like to know what books, magazines, and poetry you read outside of your school work. I want you to put the information on this card. But remember, that anything that you put on this card will not affect your school mark at all. Whatever you put on the card will be for my own use, only. So do not be afraid to tell the truth." (Then a drawing representing the card was placed on the blackboard and explanations made, while each boy had his card on his desk.) "Now, write your age on the top-line at the left. Then put a little dash after this and write your last name, and after it your first name. Then go over to the right end of this line and write your house number. On the left of this put a dash and on the left of the dash write your class number."

"Now, on the next line below write the title of one book that you read last month, (assuming that we are in the first week of the following month). Write closely so that we can get the information about the book all on this line. After the title put a dash and after it give the reason for selecting the book. Write only one word here if you do not need more to give the reason. If the teacher told you about it just write the word 'teacher' here, if you read it because you liked the author write the word 'author' etc. After this item put a dash and in a few words tell your reason for liking or not liking the book, in only a few words."

"On the next line beneath the first title write the title of another book that you read last month. Then tell about it the same as you did about the first. In like manner write the titles of all the books that you read last month. Be careful to use only one line for each book."

After this was completed the following instructions were given: "Now write the titles of poems and magazines that you read last month and write about them just as you did about the books." After they had finished this they were asked to, "Write on the back of this card one statement about your religious reading, telling what you read and how often each day or week you read it."

After each child finished his card he was instructed to bring it to the investigator who examined it in order to clear up any questions. Announcement was then made that the cards would be redistributed again the next month for the record of the second month's reading and so on until the end of January. A line separated one month from another. When a boy filled his first card a second card was given to him and as many more as he needed.

In going about a task such as this there are several ways in which error may creep in. On the one hand, pupils may write what they think is expected of them, and, on the other, the choices

are sometimes too greatly influenced by what the children read in school. In order to avoid the former the investigator, in his directions to the boys, stated clearly that the data which the pupils placed on the cards would not influence their school marks, and would bear no relation, whatever, to their school work. In listing magazines the boys have named such as "Life," "College Humor", "Judge", and others. Since these are questionable magazines for boys it seems quite evident that if these boys had any fear of the data being censored, they would not have included these magazines. The boys are quite aware of the teachers' attitude toward the magazines of this type. The matter of the influences on choices will be taken up later.

All data were collected by the investigator, who also worked out all charts, graphs and tables. He was well acquainted with all of the boys and with the situation in general. The attitude of the pupils was excellent. They worked willingly and earnestly and in no case was it found that any boy made play of the matter. Each one took the situation seriously.



CHAPTER III

SCOPE OF PRESENT STUDY

The problem in this study is to discover the literary interests of boys of a specific group and to find how these interests are distributed from grade to grade. The study will be subject to the following limitations:

1. It will be limited to one school.
2. It will include 780 boys.
3. It will be confined to reading done by boys in grades five to nine, inclusive, and I.H.S. boys.
4. It will cover the recreational reading done during the months of September, October, November, December and January of the school year 1927-1928.
5. It will be confined to silent reading.
6. Newspapers will not be considered.

Analysis of the Problem

I. Differences in the amount of reading - Fiction and Non-fiction -

a. Books -

1. Differences in the amount of reading per month and by grades.
2. Comparison of various grades with reference to the difference in the amount of reading.
3. Significance of the variations in the amount of reading done.

4. Number of boys not reading any books.

b. Amount of poetry read.

c. Religious Reading.

1. Frequency of reading.

2. Number reading Bible.

3. Number reading Catholic Prayerbook.

d. Magazines.

1. Number of different ones read.

2. Number of boys reading magazines.

II. Differences in character of reading -

a. Fiction

1. What are the fundamental elements of interest peculiar to each grade?

2. Different types of reading in the various grades.

3. Likes and dislikes.

4. Factors influencing choice.

b. How does poetry appeal to the group?

c. Magazines

1. Types read.

2. Chief appeal

d. Types of non-fiction read.

TABLE I. AGE GRADE TABLE

AGES

GRADE		9	10	11	12	13	14	15	16
	9								
	8								
	145								
	7								
	6								
	5								

CHAPTER IV

ANALYSIS OF DATA

Table I is the age-grade table representing the median age of each grade. With the exception of the I.H.S. (Intermediate High School) the median age of each grade ascends in fairly normal progression from the fifth grade on. It will be observed that the I.H.S. boys are somewhat above average when we consider that they are boys who should be in grades 7, 8, or 9, which represent lower ages. These boys are placed between grades 7 and 8 in the Tables since this is their official status. Boys leave grades 7, 8, or 9 and enter the I.H.S. where the work is of a different nature.

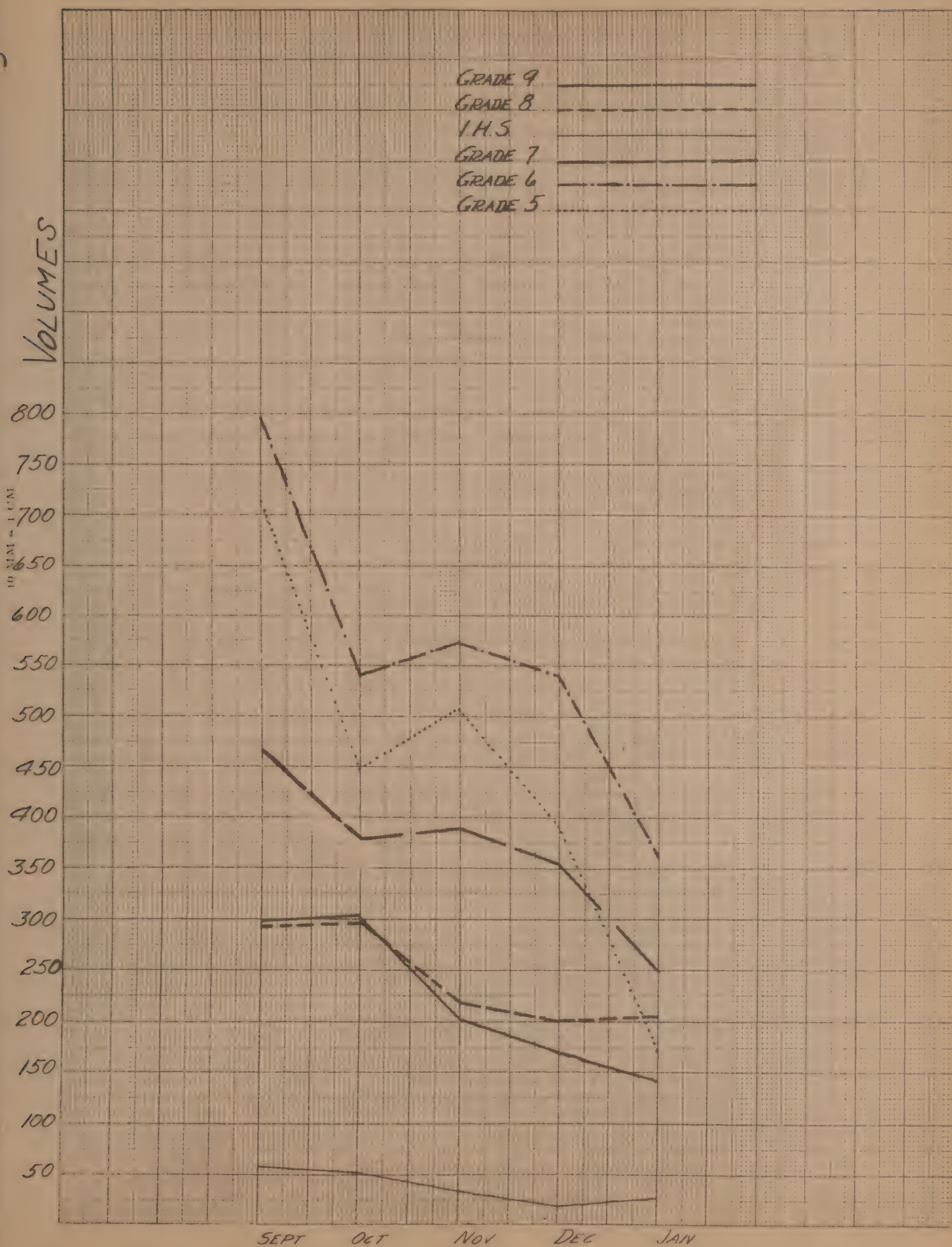
The I.H.S. group is comparatively small. It is made up of boys who are not able to follow the regular academic course in the high school and consequently, are given handwork to do. This group of boys was included in the present study, partly because it includes boys really belonging to grades seven, eight, and nine, but mainly for the purpose of comparing with the regular high school group in order to learn what amount of reading they do. It is generally believed that they are not interested in books and the impression persists that the amount of reading which they do is small. These boys belong to the "variant" type of child as Allison¹ calls him. This is commonly known as the highest type of

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1. Allison, Samuel B. : N. E. A. Proceedings, 1915

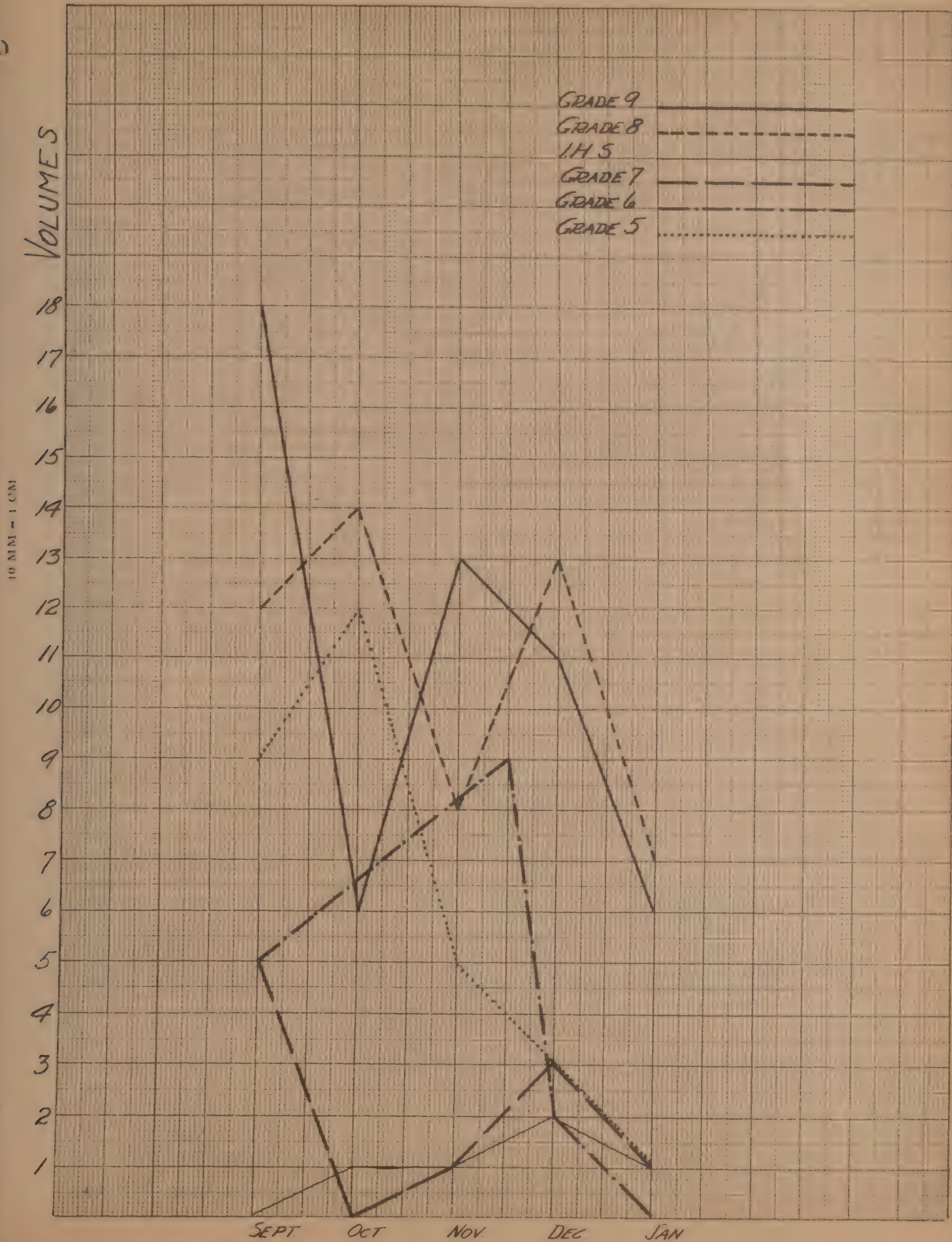
GRAPH I CONTRASTING THE VOLUME OF FICTION READING

TRADE MARK



GRAPH II CONTRASTING THE VOLUME OF NON-FICTION READING

TRADE MARK



backward pupil. Such boys show a marked ability for a limited field. They are not good in academic work but can often do very well in concrete, practical occupations.

Upon examination of Table II it will be noticed that the total number of books of fiction read during the five months was 9448, an average of slightly over 12 books for each boy for the entire period, or a little over 2 books per boy per month. The greatest number of books was read in September and the smallest number in January. There was a general decline in the number of books read during October, November and December with January the lowest. Grade six read the greatest number of books during the entire period with grade five ranking second. Grade seven came next in line, then grade eight, grade nine, and finally I.H.S. with the least number. It is to be expected that the latter would read the smallest number because it is the smallest group. But grade six, with four more boys than grade five, read 528 books more than grade five.

For the entire period the average for each boy per grade was 9 books for the ninth grade, 8 books for the eighth grade, 9 books for the I.H.S., 12 books for the seventh grade, 16 for the sixth grade, and 13 for the fifth grade. The average for the sixth grade was the highest and that of the eighth grade the lowest. The average for the I.H.S. was the same as that of the ninth grade but greater than that of the eighth grade. This is one indication that the I.H.S. compares quite well with these two grades in the amount of outside reading that it does. As to the average monthly reading for each boy the sixth grade ranks first with slightly over three books, grade five with almost 3 books, grade seven with a little more than 2 books, the I.H.S. and the ninth grade each with not quite 2 books per boy and the eighth grade last, with less than 2 books per boy.

Graphs I to X, inclusive, show a definite dropping off in reading of both fiction and non-fiction, month by month. The

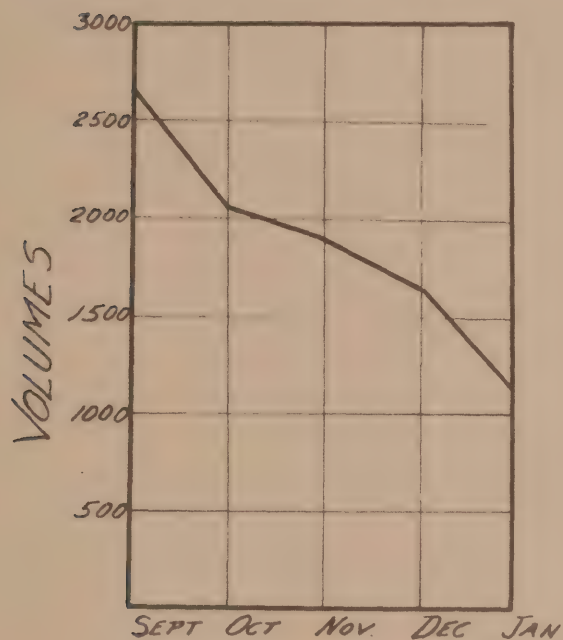
TABLE II TOTAL VOLUMES OF FICTION READ

GRADES		SEPT	OCT	NOV	DEC	JAN	TOTAL
	9	299	301	203	170	144	1117
	8	292	299	217	200	203	1211
	IHS	56	52	33	18	29	188
	7	468	378	387	355	250	1838
	6	797	540	572	540	362	2811
	5	715	499	507	391	171	2283
	TOTAL	2627	2069	1919	1674	1159	9448

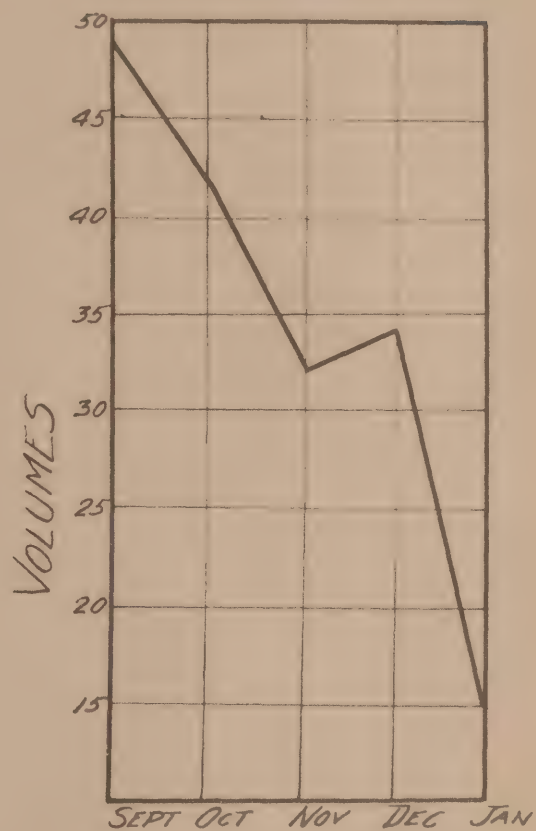
TABLE III TOTAL VOLUMES OF NON-FICTION READ

GRADES		SEPT	OCT	NOV	DEC	JAN	TOTAL
	9	18	6	13	11	6	54
	8	12	14	8	13	7	54
	IHS		1	1	2		4
	7	5		1	3	1	10
	6	5	9	4	2		20
	5	9	12	5	3	1	30
	TOTAL	49	42	32	34	15	172

GRAPH III TOTAL OF READINGS

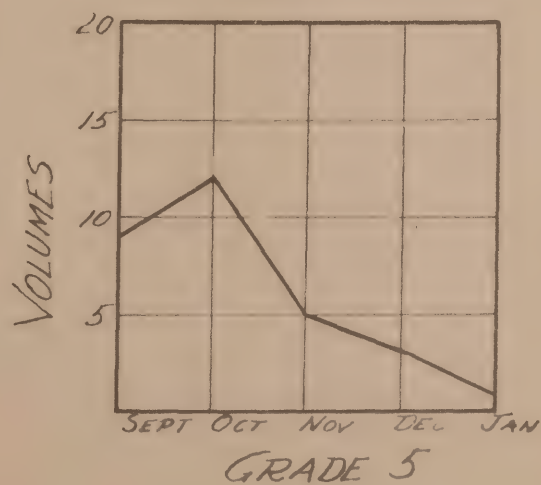
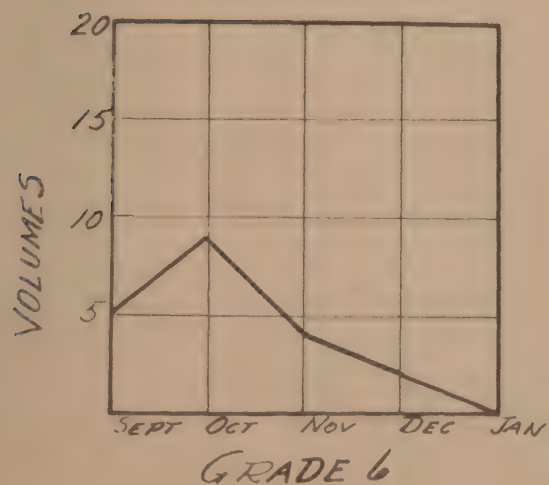
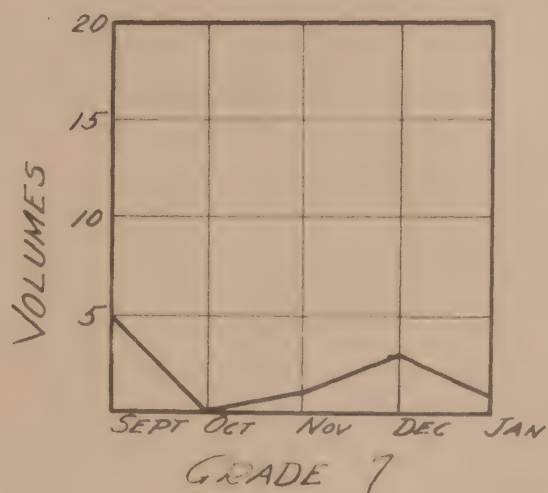
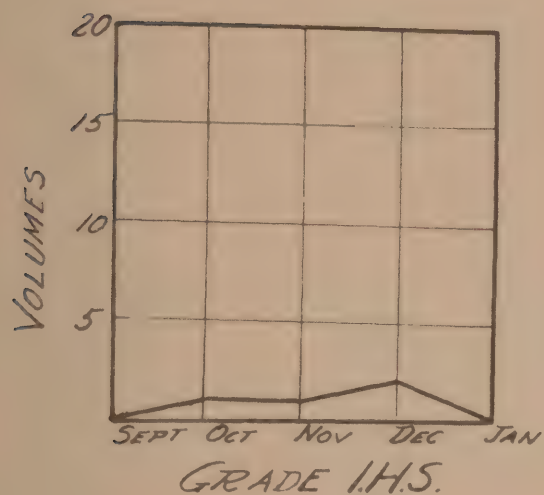
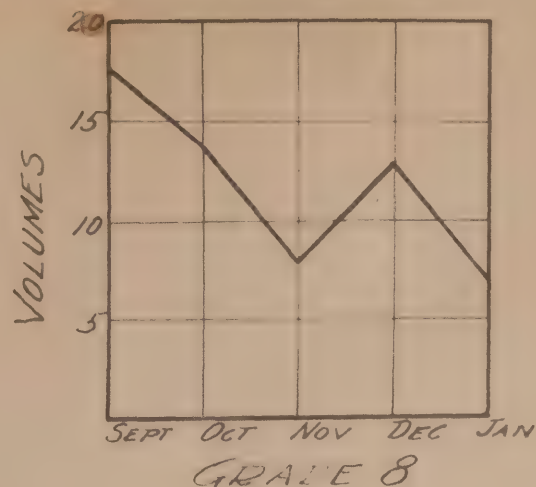
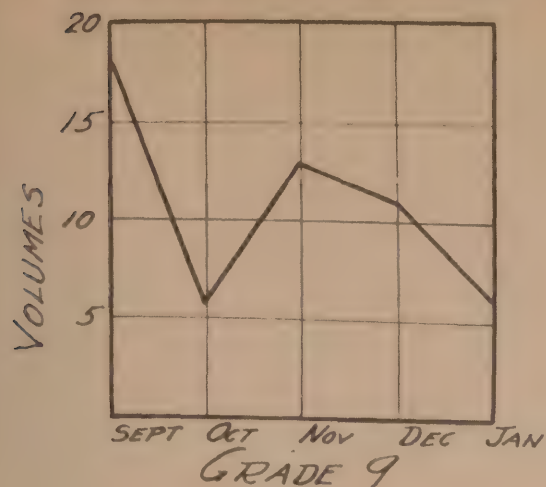


FICTION

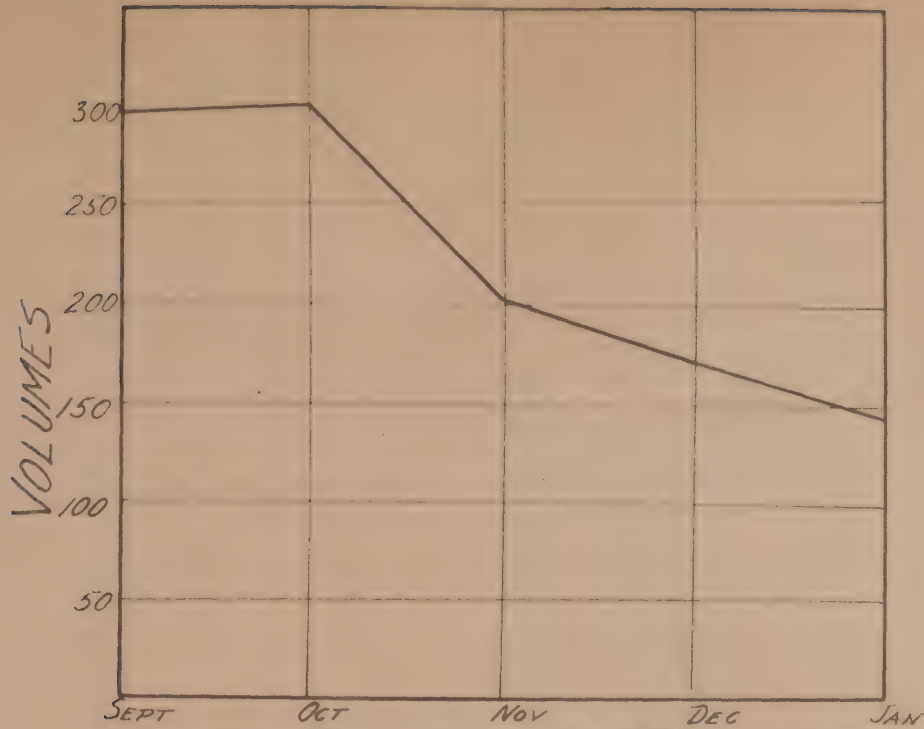


NON FICTION

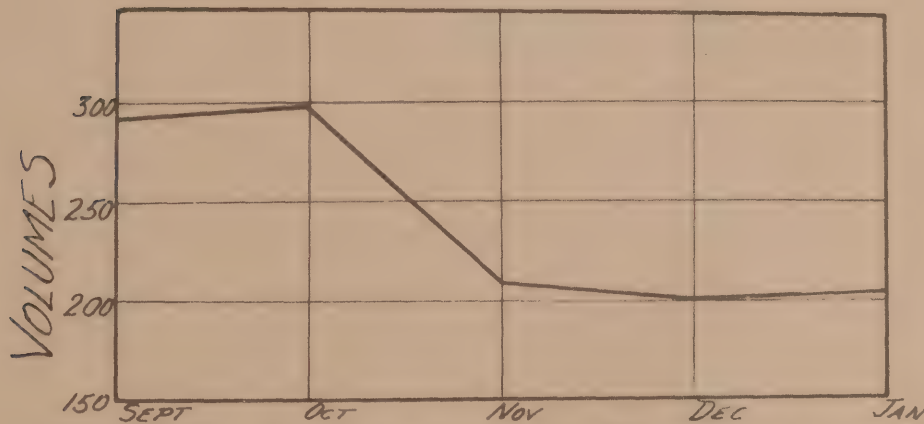
GRAPH IV TOTAL MONTHLY READINGS OF NON-FICTION



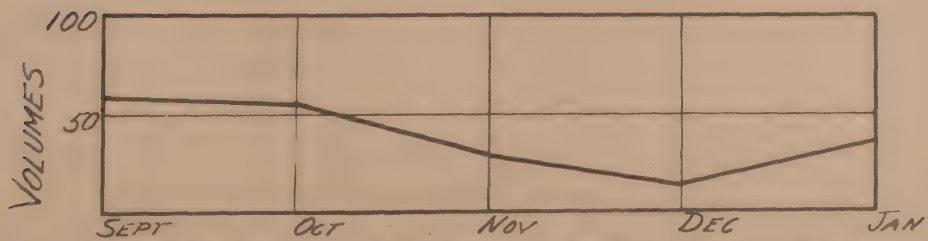
FICTION



GRAPH V TOTAL MONTHLY READINGS OF GRADE 9

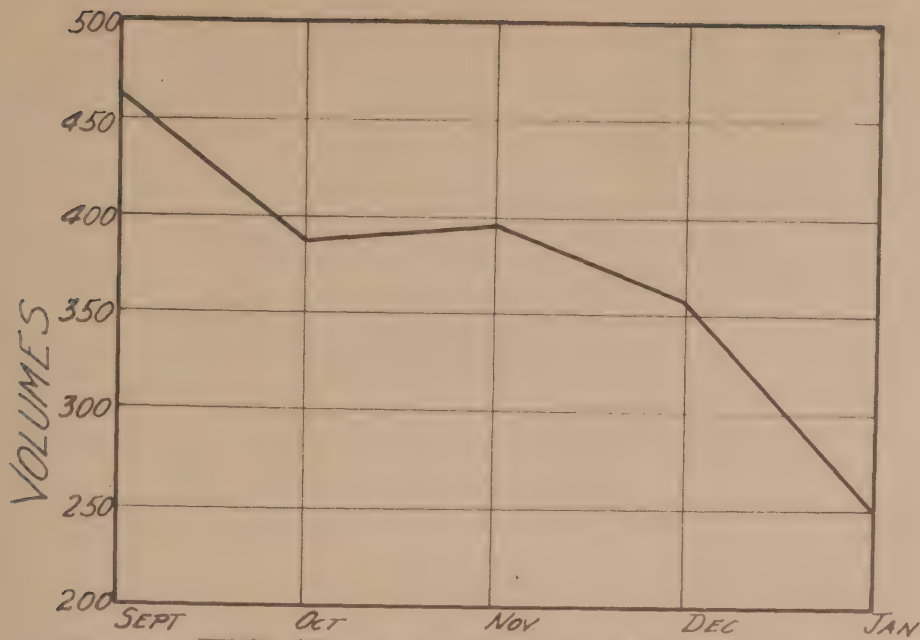


GRAPH VI TOTAL MONTHLY READINGS OF GRADE 8

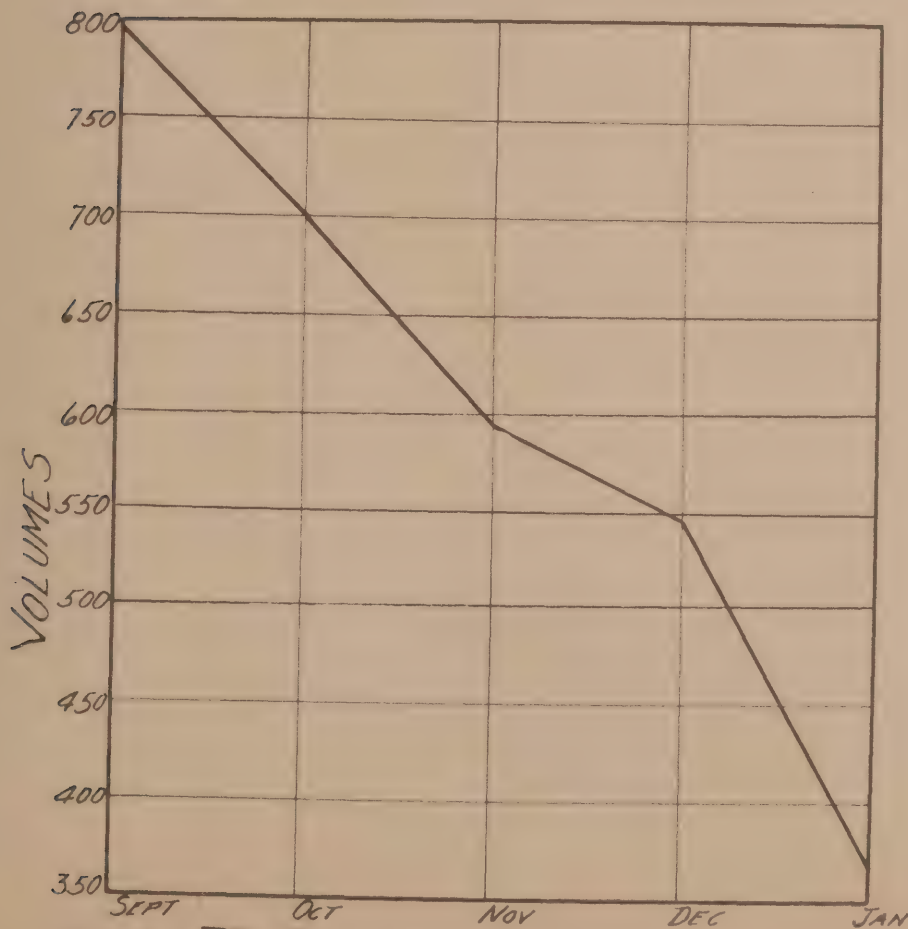


GRAPH VII TOTAL MONTHLY READINGS OF GRADE 11/12

FICTION

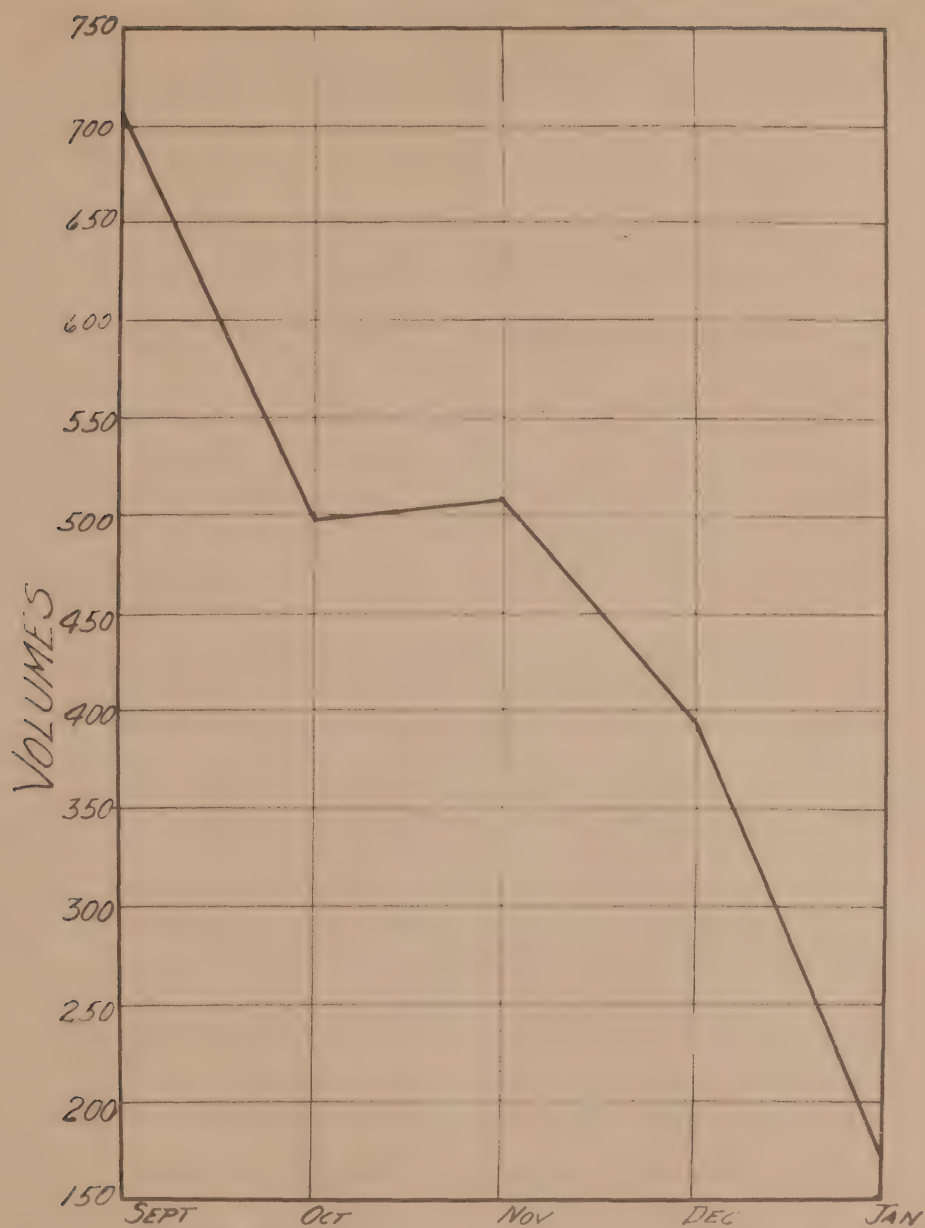


GRAPH VIII TOTAL MONTHLY READINGS OF GRADE 7



GRAPH IX TOTAL MONTHLY READINGS OF GRADE 6

FICTION



GRAPH X TOTAL MONTHLY READINGS OF GRADE 5

greatest decline was in grades five, six and seven. The least amount of decline was in grade eight. 26% of the total number of books of fiction read in the ninth grade were read during each of the months September and October, the same relative amount being read each month. 12% of the total readings were read during January, during which the least amount of reading was done. The percentages for November and December were 18% and 15% respectively. It will be observed that the drop between October and November was greater than that of each of the succeeding months.

Grade eight read a slightly greater number of books in October than in September. 24% of the entire number read in grade eight were read in September and 25% were read in October. 16% of the total readings for the grade were read in each of the months December and January. For November the reading was 17% of the total readings for the grade, being slightly higher than in the two succeeding months.

The I.H.S. made a fair showing for themselves when one considers that their chief interests lie in mechanical pursuits and not in books. 24% of their total reading was done in September, 27% in October, 17% in November, 9% in December, and 15% in January. It will be observed that their greatest amount of reading was done in September and only 2% less in October. Then in November there was quite a drop and a still greater one in December, while in January they almost doubled their reading for the previous month. One can account for the small amount of reading during November and December for it is during these months that this group of boys use a considerable part of their spare time in preparing the school for winter. Window screens are taken from the windows of the buildings and stored. Winter steps are put on all outside steps and numerous other things are done by these boys at this time. However, when one considers the readings for this grade and compares them with those of the ninth

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

2. The second part of the paper is devoted to a detailed study of the case of the system of equations

3. The third part of the paper is devoted to a study of the case of the system of equations

4. The fourth part of the paper is devoted to a study of the case of the system of equations

5. The fifth part of the paper is devoted to a study of the case of the system of equations

6. The sixth part of the paper is devoted to a study of the case of the system of equations

7. The seventh part of the paper is devoted to a study of the case of the system of equations

grade it will be found that the average for each boy for the entire period is the same. When compared with the eighth grade, the average per boy is higher in favor of the I.H.S. This is a very favorable showing for the I.H.S.

In the seventh grade the greatest amount of reading was done in September, it being 25% of the total reading for the grade. The smallest number of books was read in January and amounted to 13% of the total. As in the sixth grade, the readings for October, November, and December were much the same. The readings for these months were 20%, 21% and 19% of the total readings for the grade, respectively.

The falling off of reading in grade six was greater than that in grade seven. 28% of the reading done by grade six during the entire period was done in September. In October, November and December the amount of reading was nearly the same, being 19%, 20% and 19% of the entire reading for the grade, respectively. Only 12% of the total readings was read in January.

The greatest fluctuations in the number of books read by any grade were made in grade five. 32% of the total readings for the grade were done in September and only 7% of the total were read in January. During October and November the reading total was about the same for each month, each representing 22% of the total for the grade. In December there was a drop of 9% from November's reading and totaled only 13% of the total reading for the grade.

From the foregoing analysis it will be observed that the trend of each grade's reading is downward as the months progress, which means that less books were read month by month. This is contrary to what one would expect because, during the fine weather of the early months of the school term the smallest number of books usually are read. There is less time for extra reading and better

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opportunity for playing out-of-doors. It is during bad weather that the greatest number of books is read. But these curves (I to X) show exactly the opposite and there must be a definite reason for it.

The weather during these five months was exceptionally fine which stimulated the boys to use the playgrounds more during recreation time, thus limiting the time for reading. But besides this there was one factor which no doubt affected the reading more. The recreational building was used to a greater extent during December and January than ever before. More freedom was allowed. Games were introduced on a large scale. Such as indoor tennis, basketball, wrestling, running, and roller-skating were encouraged to a high degree. This innovation affected all of the grades considered in this study.

There were other factors responsible for the boys dropping off in reading during November, December, and January. The old system of home life was changed. Heretofore, the boys had been under close observance and strict discipline out of school as well as in school, and both in the houses and on the playgrounds. And with the change came a considerable relaxation in discipline. This gave the boys much more freedom to come and go as they chose. As a result, these boys could not settle down to a book as easily as before. They spent much time in going about the house getting acquainted with their new freedom and in making social contacts. In this way some time was taken from the periods usually devoted to reading. This condition affected grades I.H.S., eight, and nine very materially.

There is also a definite reason for the lower grades reading more than grades eight, and nine. The latter have much more school work to do, and often find that the regular study period does not furnish enough time for the preparation of their lessons. Consequently some of their spare time (reading time) is used for study periods. There is also another very definite reason for the higher

grades doing less reading than the lower grades. The former take part in various so-called extra-curricular activities. Among them are battalion drill, piano classes, orchestra, band, etc.. Since more freedom has been granted to the boy, inter-house competitions have grown up in the line of athletics. Almost every day certain houses compete in baseball, track, tennis, basketball, etc.. The older boys also manifest considerable interest in various departmental clubs. These include the following clubs; radio, camera, literary debating, industrial, electrical, mechanical, and commercial. All of these activities have a tendency to limit the amount of time for recreational reading among the older boys.

The lower grades, five, six, and seven, are not affected by these above-named activities but they have other activities which, no doubt, have had their influence in lessening the amount of reading done. A number of innovations were introduced among the boys during these months. They were introduced gradually and may have been responsible for the steady decline in reading. In the first place, a harmonica band was formed in September. At first only a few boys took part, but as time went on, others became interested. A hiking club and a Boy Scout organization were also initiated. Chess and checker clubs were begun and, like the harmonica band, gathered recruits as the term progressed. One would also expect less reading in December because the younger boys become inspired by the Christmas spirit and in this excited state have little inclination to settle down and read book. Thus it can be seen that there were numerous factors, affecting the entire group of boys, which would have a tendency to lessen the desire to read and decrease the amount of time ordinarily used for reading.

Comparatively speaking, there was only a very small number of boys who did no reading at all. In this group there was a total of 12 boys, 4 of them in the ninth grade, 2 in the eighth grade, 2 in the seventh grade, 3 in the sixth grade, and 1 in the fifth grade.

Some of these boys gave very definite reasons for not doing any reading. One boy in the ninth grade said, "I do not have time. School work takes all of my spare time." This may have been partly true because some boys of this group do have class meetings to attend and various other class duties to perform, in addition to other demands of school nature.

Another boy gave the reason that athletics required all of his spare time, and, that when he was not actually in any game he was becoming familiar with the rules and fine points of various games. The boy in the fifth grade said that he did not like to read. Right here is an opportunity for the English teacher. It may be possible that this boy never has had individual guidance in the matter of reading. One cannot imagine that any boy would have difficulty in finding a book that would interest him.

Still another boy said, "I cannot settle down to a book, I would rather play." Some boys are of such an unsettled nature that reading is "too slow" for them. Such a boy's interests should be studied, and suitable books given to him. If this method were followed it might be possible to interest him in such books. There should be no reason for any boy not reading even a few books. No doubt, ways and means could be found which would stimulate this group of boys to become interested in such types of reading as are in accord with their interests.

NON-FICTION

The total number of books of non-fiction read in the entire group was 172. The eighth and ninth grades each read the same number of volumes during the period, each surpassing, in number, any other grade, even though each of the grades, except I.H.S., contained a greater number of boys. This shows that there is more non-fiction read in the two higher grades. This fact can be explained by the more advanced and specialized training of the older boys. From personal interviews it has been found that boys carry over school topics to their recreational reading. One boy becomes interested in a certain phase of school work and reads all that he can find on the subject. On his card another one stated that he read books on "electricity, wireless, and radio," and mentioned that he had become interested along this line in his science class. Another read on various phases of athletics as "swimming, diving, tennis, football, and baseball." It appears that the older boys read non-fiction in order to get the technique and finer points of the subject. This is especially true of the books in mechanics. They read more details than the smaller boys as indicated by the statements made on the questionnaire cards.

Table III and Graph II indicate the same general tendency to decrease in the number of books read month by month, as was found in the reading of fiction. In each grade the average reading of non-fiction was much less than one volume per boy. The greatest number of books was read during September and the smallest number during January as was the case with fiction reading.

The eighth and ninth grades each read 54 volumes. The reading in each of these grades is almost double that of any of the other grades. Grade seven read 81% less than either of these grades, while grade six read 63% less, grade five 44% less and I.H.S.

90% less than either grade eight or nine.

Grade nine read the greatest amount of non-fiction in September and dropped off considerably in October, but in November doubled the reading for October. The reading for December was slightly less than this, and for January it dropped down to 6 volumes, the same number as was read in October.

Grade eight read its greatest number in October while the total for September was 2 volumes less. The reading for November was slightly over half of that for October. In December almost as many books were read as in October and in January the number dropped to 7.

The I.H.S. group read one volume in each of the months, October and November and 2 in December. There were none read in either. September or January.

The reading of grade seven was quite low. 5 volumes were read in September, and not one in October. Only one was read in November, 3 in December, and 1 in January.

Grade six made a better showing. In September they read the same number as the seventh grade did. In October they read 9, almost twice the number read the previous month. The reading for November was 4 volumes while that of December was only 2 volumes. There was no non-fiction read in grade six in January.

Grade five read the greatest number of volumes in October. In September the total readings was 9, while November's reading fell to 5. There was a drop to 3 in December and only 1 was read in January.

Graphs I, II, and III indicate about the same general trend for both fiction and non-fiction reading. There seems to be good reason to believe that the same factors were operative in affecting the drop in non-fiction. As noted before, the reading in

non-fiction done by the eighth and ninth grades exceeded that done by all of the other grades. There is a general tendency which points to the older boys as reading more fiction, but this tendency is not regular. For instance, grade seven read less than either grade five or six. But a comparison of the readings of the grades in Graph II and IV will show that, on the whole, the higher grades do more reading in non-fiction. The reason, as stated earlier, is the fact that they meet a great variety of non-fiction subjects in their school work and become interested in them and desire to learn more about them.

Non-fiction covers a great number of subjects in this study. The most popular subjects are history, science, biography and books on "what-and-How-to-do" ¹ things as Dr. Jordan calls them. Biography was mostly read in the lower grades. Books on such men as Lincoln, Washington, Roosevelt, Lindbergh and Marshal Foch are outstanding. No doubt the main element of interest in these books is the hero worship which appeals to the smaller boys. It is at this age when boys idealize such men as these. The boys hear about these men from their teachers and other adults. The great deeds of these men stir the souls of these boys, they want to know more about these heroes and consequently read books about them. The smaller boy has in mind, "I am going to be like Washington." In biography, Washington is the most popular among the boys, Lincoln is second, Lindbergh and Roosevelt both are third and Marshal Foch is fourth.

History is fairly popular throughout the grades. It seems to be as popular with the older boys as with the younger ones. About the same amount of interest is exhibited in each grade. There is a greater preference for history than for biography. This corresponds to what Dr. Jordan found. About History he says, "Boys often show a real liking for history, sometimes as early as grade four." ²

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1. Jordan, Arthur M. "Children's Interests in Reading." Contributions to Education No. 107 - Teachers College, Columbia University 1921 p. 103.
2. Ibid p. 41

History of the World War leads. This is not surprising because it is the last war and comparatively, is quite recent. The boys come into contact with men who were in the war and with people who lived during the war. It is fresh in the adult's mind. The older boys, as a rule, are interested in a different type of history. They read such as Prussian History, Greek History, English History, French History, and the like. These older boys do not read much history about our own country but have broadened out so as to become interested in the history of foreign countries. No doubt the influence of their regular class work is responsible for their interest in choosing these books for outside reading. The history read in the lower grades of this study deals almost entirely with the stories of American History. Again the influence of school work may affect the choices of these boys. They are interested in fighting the Indians and in the heroes who helped to settle our country. Such titles as the following appear on the cards of the smaller boys: "History of the American Colonies," "The French and Indian War," "Story of Philadelphia," and the "Story of the Great Republic."

The "what-and-how-to-do" books hold a prominent place in the non-fiction reading of boys. These books are not at all popular in the lower grades. Books on sports, which tell how to play games, lead in this class. This may be due to the fact that the school has adequate facilities for playing these games. Material for the games is also furnished. Auto repairing is quite popular. Several boys are interested in forestry, several in farming, and a few are studying the making of moving pictures. Gymnastics is also a favorite line. Books on Boy Scouts are popular and especially the "Boy Scout Manual" which tells how to make things, together with much other material of interest to boys.

There are some interesting individual choices of non-fiction such as etiquette, caterpillars, palmistry, paleontology,

and sermons. These are usually found among the older boys. The one who is interested in caterpillars however, began his hobby when he was in the sixth grade and has kept developing ever since. At the present time his collection is on exhibition in the library.

Few boys are interested in travel. Several have listed automobiles and railroads. Those who read these books did not have the idea of travel in mind but were concerned with the underlying mechanics. They were interested in the parts of the mechanism and "how they worked," as one boy put it.

Dr. Leonard¹ suggests that the reading lists for literature be made up by all of the teachers of the school, instead of, by only those in the English Department. In this way it would be easier to increase the interest in non-fiction. The teacher of History might select biography connected with the History course, the teacher of Science could select books along his line, and so on. It is the opinion of the investigator that much more non-fiction would be read if there existed a systematic effort to introduce this class of literature to the boys. It is quite possible that the boys of the lower grades (five, six, seven) do not have much opportunity to find out about non-fiction books. They have not been introduced to the elementary books in this field of reading.

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1. Leonard, Sterling A. - "Essential Principles of Teaching Reading and Literature." J. B. Lippincott & Co. 1922 Ch. IV.

RELIGIOUS READING

Table IV gives some interesting facts of the boys' religious reading. This phase of boys' reading has been omitted in a great many of the studies of this nature. A total of 507 boys read the Bible, and 69 read the Catholic prayerbook, making a total of 576 boys who do religious reading, out of the total of 780 boys. This is an admirable showing and may be due to the presence of religious books within the reach of the boys coupled with the prestige derived from adult approval of religious reading. The Bible and the Catholic prayerbook were the only two religious books mentioned on the cards.

It will be noted that 70 boys, or 55% of the boys in grade nine, do religious reading. 87% of these read the Bible and 13% of them read the Catholic prayerbook. In grade eight, 87 boys or 61% of the boys of the grade, do religious reading. 90% of them read the Bible and 10% read the Catholic prayerbook. In the small I.H.S. group, 11 boys, or 52% of the boys of the group, read the Bible and none read any other religious books. Grade seven makes a good showing in this type of reading. 119 boys or approximately 84% of the boys of the grade do religious reading. 83% of these read the Bible and 17% read the Catholic prayerbook. In grade six 151 boys, or 86% of the boys in the grade do religious reading. 89% of these read the Bible and 11% read the Catholic prayerbook. Of the 171 boys in grade five, 138 boys or 81% of the grade, do religious reading. 89% of these read the Bible and 11% read the Catholic prayerbook.

Grade six has the largest number of boys, 86% of their group, who read religious books. Grades five and seven rank a close second, with 81% and 84%, respectively of their number reading religious books. Grade eight is next with 61% of its number, then grade nine with 55%, and finally, I.H.S. the lowest, with 52%. One might conclude that the older the boys are, the less they are interested in religious

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TABLE IV TOTAL NUMBER OF BOYS READING RELIGIOUS BOOKS

GRADE						
		BIBLE	CATHOLIC PRAYERBOOK	TOTAL	THOSE READING BOTH	TOTAL
	9	61	9	70	58	128
	8	78	9	87	56	143
	145	11		11	10	21
	7	99	20	119	23	142
	6	135	16	151	24	175
	5	123	15	138	33	171
	TOTAL	507	69	576	204	780

48

reading. This would hold true throughout these grades, I.H.S., having the greatest number of older boys, has the smallest number of religious readers.

Concerning the boys who do not read religious books, approximately 45% of grade nine are in this group, 39% of grade eight, 48% of I.H.S., 16% of grade seven, 14% of grade six, and 19% of grade five.

From the Table it is evident that there is a great preference for the Bible and from this one might conclude that the great majority of the boys reporting on religious reading are Protestants and 9% are Catholics. It is interesting to note that in grade eight there are 4 boys and in grade seven, 3 boys who read both the Bible and the Catholic prayerbook.

From the remarks on the cards it is evident that if there were more Bibles available there would be a greater number reading them. Quite a few boys have indicated their desire to read the Bible by stating, "I read the Bible when I can get the loan of one." It was supposed that all boys had access to Bibles but, this being the case, the matter should be investigated and provision should be made for each boy.

Of the 507 boys who read the Bible, Table V shows that 274 read it "weekly", 35 "twice-weekly", 19 "thrice-weekly", 72 "daily", and 4 read it "twice daily". The 103 who read the Bible "seldom" may be classed very near to those who never read it.

In grade nine 61 boys read the Bible. Of these 23 read it "weekly", 2 "twice-weekly", 2 "thrice-weekly", and 12 read it "daily". There are no boys in this grade who read it "twice daily". There are 22 who read it "seldom".

Grade eight has 78 Bible readers. 32 of these read it "weekly", 4 "twice-weekly", 4 "thrice-weekly", 12 "daily", and none

read it twice daily. 26 boys of the group seldom read the Bible.

The I.H.S. has a total of 11 boys who read the Bible. Of these, 3 read it "weekly", 1 "twice-weekly", 1 "twice-daily" and 6 who read it "seldom".

Of grade seven there are 99 boys who read the Bible. Of these, 62 boys read it "weekly", 11 "twice-weekly", 4 "thrice-weekly", and 11 "daily". 11 of the boys seldom read the Bible.

Grade six has a total of 135 boys who read the Bible. 79 boys read it "weekly", 10 "twice weekly", 3 "thrice weekly", 20 "daily", and 2 "twice-daily". 21 boys of the group seldom read the Bible.

In grade five there are 123 boys who read the Bible. Of these, 75 read it "weekly", 7 "twice weekly", 6 "thrice weekly", 17 "daily", and 1 "twice daily". 17 boys seldom read the Bible.

According to Table V the great majority of the boys of each grade read the Bible once a week. In a great many cases it is known that this reading is done on Sundays. This may have been a custom which the boys have gotten from their parents. The practice remains with them during their younger years but as they get older some boys get out of the habit. This may be concluded from the figures of the Table. Grades five, six, and seven had many more Bible readers than grades I.H.S., eight, and nine. There is a much smaller number of each grade who read the Bible twice a week and, again, the younger boys are ahead of the older ones. A very few read "thrice-weekly" but quite a few read the Bible "daily".

Table VI shows the readings of the Catholic prayerbook. As stated before, this group is very small. Only 9 boys of grade nine read it. Of these, 2 boys read it "weekly", 2 "twice-weekly", and 5 read it "daily". Grade eight also contains 9 boys who read it. 5 of these read it "weekly" and 3 "daily", while 1 boy "seldom" reads.

TABLE V DISTRIBUTION OF BOYS WHO READ BIBLE

GRADE		TWICE DAILY	DAILY	THRICE WEEKLY	TWICE WEEKLY	WEEKLY	SELDOM	NEVER	TOTAL
	9		12	2	2	23	22	67	128
	8		12	4	4	32	26	65	143
	1HS	1			1	3	6	10	21
	7		11	4	11	62	11	43	142
	6	2	20	3	10	79	21	40	175
	5	1	17	6	7	75	17	48	171
	TOTAL	4	72	19	35	274	103	273	780

TABLE VI DISTRIBUTION OF BOYS WHO READ CATHOLIC PRAYERBOOK

GRADE		TWICE DAILY	DAILY	THRICE WEEKLY	TWICE WEEKLY	WEEKLY	SELDOM	NEVER	TOTAL
	9		5		2	2		119	128
	8		3			5	1	134	143
	1HS							21	21
	7		2	2	1	8	7	122	142
	6		6		3	4	3	159	175
	5		8		1	5	1	156	171
	TOTAL		24	2	7	24	12	711	780

I.H.S. has no boys who read the Catholic prayerbook. Grade seven has 20 boys who read it. Of these, 8 read it "weekly", 1 "twice-weekly", 2 "thrice-weekly", and 2 read it "daily". 7 boys of this group "seldom" read the prayerbook. Grade six has 16 boys who read it. 4 of these read it "weekly", 3 "twice-weekly", and 6 read it "daily". 3 boys of this group "seldom" read it. Grade five has 15 boys who read the prayerbook. 5 read it "weekly", 1 "twice-weekly", and 8 read it "daily". There is only 1 of this group who "seldom" reads the prayerbook.

As is the situation with Bible reading, so it is with the reading of the Catholic prayerbook. On the whole, more younger boys read than older ones. A small number read twice a week and only two boys read three times a week. The total of those who read daily equals that read weekly, with the majority in the grades of younger boys. There are no boys who read the Catholic prayerbook twice a day. These figures also indicate that there are considerably more Protestants, than Catholics, in these groups.

It is to be understood that the boys who read the Bible or Catholic prayerbook, read selections of varying lengths at each sitting. In the number who never read the Bible are those who do read the Catholic prayerbook (Table V), and in the number who never read the Catholic prayerbook are included those who do read the Bible (Table VI). Table IV also shows the number not doing any religious reading. In grade nine there are 58, in grade eight 56, in I.H.S. 10, in grade seven 23, in grade six 24, and in grade five 33.

It seems evident that there is much more religious reading done among the smaller boys. It is a question just how to interpret this. Does it mean that the faith of a young boy diminishes as he gets older? Certainly it is not because the older boys are too busy, for the reading of a few religious selections would take only a short time. It may be due to the fact that the stimulus of religious guidance becomes weaker as these boys get older, and as they are left to choose for themselves.

POETRY

Poetry is not very popular in this group of boys. Only a small percentage of the group reads this form of literature. Uhl¹ found much the same situation. He discovered that many pupils "did not like poetry anyhow." In many cases where the boys of the present study read poetry, only a few poems were mentioned. In the few other cases entire books of poetry had been read.

Even though there was a small amount of poetry read, the types of poems represented are of the best. In the ninth grade there were read such poems as, "I Have a Rendezvous with Death", "The Raven", "A Psalm of Life", "The Lady of the Lake", "The Vision of Sir Launfal", "The Rime of the Ancient Mariner", and Stevenson's Poems for Children. These represent the most popular ones read in the grade. The authors most widely read were Longfellow, Whittier, Lowell, Poe, Coleridge, Seeger and Scott.

The boys of the eighth grade did not read as many poems as those of the ninth grade, but the ones listed were of much the same type. Some of the better-liked poems were, "Barefoot Boy", "Lady of the Lake", "The Blue and the Gray", "Our Poetical Favorites", "Shoemaker's Best Selections", "Out Where the West Begins", and "The Old Clock on the Stairs". Longfellow, Whittier, and Scott were the favorite authors. The readings of this grade did not spread over as wide a range of authors as those of the previously mentioned grade.

In the seventh grade the most widely read poems were, "The Trailing Arbutus", "The Spires of Oxford", "Who Hath a Book", "The Old Clock on the Stairs", "Old Ironsides", "America the Beautiful", and "The Snowstorm." The most popular authors were, Longfellow, Lowell,

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1. Uhl, W. L.: Reading and Literature in the Junior High School.
Baltimore Monograph No. 1

Whittier, Bates, Emerson, Holmes, Nesbit, and Letts. We also find in this grade the strong tendency to choose the higher types of poetry.

In the sixth grade we again find much the same range of authors and about the same type of poetry. Some of the prominent poems were, "The Bell of Atri", "The Night before Christmas", "One Hundred and One Famous Poems", "The Wreck of the Hesperus", "O Captain, My Captain", "Horatius at the Bridge", "Old Ironsides", and "America for Me." The most widely read authors were Longfellow, Whittier, McCauley, Whitman and Browning.

The popular poems in the reading of the fifth grade were, "Old Ironsides", "America First", "A Christmas Carol", "Somebody's Mother", "The Little Old Man", "The Rainbow", "The Barefoot Boy", and "Snowbound". The prominent authors were Longfellow, Whittier, Guest, and Holmes.

There is a great similarity in the readings of each grade. Each reads practically the same type of poems. In the case of the older and more mature boys the nature of the poetry is deep and of a more serious vein while that of the younger boys is lighter and less complex. This is what one would expect. Longfellow and Whittier are represented prominently in each grade and both are read more widely than any other authors. Longfellow is known as the "children's poet" and writes about things which children like. Almost as much can be said about Whittier. Holmes is represented in several of the grades but is not as popular as the two already mentioned. Our American poets have a greater representation among the readings than the English poets. This may be due to a greater appeal of American poetry. Then perhaps the boys may be better acquainted with American poetry. The younger boys have little chance to learn about English poetry in school for the greatest emphasis is laid on the American writers. It is only in the higher grades that English poetry receives more attention. The boys of I.H.S. have not reported as reading poetry. This type of boy, who is mechanically inclined,

would not be expected to read much poetry.

In general, one would conclude that more poetry could be read in these grades with profit. Probably only encouragement is needed. In this procedure poetry "must itself be real experience."¹ Reading poetry aloud, says Dr. Leonard² enables one to get the full enjoyment and feeling from it. Other means should be tried and an attempt should be made to increase the amount of poetry reading in this entire group.

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1. Leonard, S. A.: Essential Principles of Teaching Reading and Literature. J. B. Lippincott Co. 1922. p. 250.
2. Ibid. p. 260.

MAGAZINES

Table VII represents the total magazine reading for the entire group of boys. A total of fifty-six magazines was read. In the table the magazines are listed in the order of their popularity. The most popular magazine is interpreted as meaning the magazine which is read by the greatest number of boys. "Popular Mechanics," then, is by far the most popular magazine. It was read by a total of 150 boys. 45% of these were from the seventh grade and 44% from the fifth grade. Grade nine is fairly well represented with 26 boys, while only 19 boys in grade eight read the magazine. It will be noted that the greatest number of readers is in grades five and seven. This may be due to the presence, in the houses of these two grades, of more copies of this magazine than of any other. It is more likely though, that these boys are attracted by the character of the magazine. It is well illustrated which means a great deal to most boys. They "read" the pictures. The material treated in the magazine is of such a nature that it will entice boys. Many of the devices described, are not practical and cannot be put into general use, but their novelty makes them interesting and lends fascination to the unexperienced. According to this Table this is the most popular magazine read in grades five, seven and eight. There are no boys in the I.H.S. group who read the "Popular Mechanics" magazine. In grade nine, "Popular Mechanics" and the "Literary Digest" are of equal popularity.

The "American Boy" ranks second in popularity among all of the magazines read. 74 boys read this magazine. It is most popular in grade six where 23 boys read it. In fact, it is the most popular magazine for this grade. Grade five has the next largest number of readers of the magazine, totaling 18. Grade eight is next with 12 readers, grade nine with 11, grade seven with 9, and finally, I.H.S. with 1 reader. The "American Boy" seems to be most popular with

TABLE VII-TOTAL DISTRIBUTION OF MAGAZINE READING

MAGAZINE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	TOTAL
POPULAR MECHANICS	26	1		13	16	44	130
AMERICAN BOY	11	12	1	9	23	18	74
LITERARY DIGEST	16	15	2	10	3	1	57
POPULAR SCIENCE	18	9	2	12	3	12	56
BOY'S LIFE	9	14	1	15	9	8	56
BASEBALL	11	12		15	5	4	47
SATURDAY EVENING POST	10	7		6	7	8	58
SCIENCE & INVENTION				4			4
AERO DIGEST	1	4		6	1		18
CHILD LIFE					12	6	18
ST NICHOLAS	1		2	2	6	6	17
FIELD AND STREAM	6	4	2	3	1		16
COLLIER'S	3	4		2	3	2	14
JUDGE				1		13	14
SCHOOL PAPER	4	2			2	4	12
MOTOR	2	3	1	3	1		10
SPORT STORY	3	4			1		10
RADIO	3	2	1	2			8
SCIENTIFIC AMERICAN	5	3			1		9
NATIONAL GEOGRAPHIC	2	2			5		9
LIFE				1	1		2
PHOTOPLAY	1				1	3	5
YOUTH'S COMPANION		1		2	1	3	7
LIBERTY		4	1	1			6
AFRICAN		1		2	3		6
MID-WEEK PICTORIAL	3						3
MOVIE				3	1	1	5
LADIES HOME JOURNAL					3	2	5
COUNTRY GENTLEMAN	2	2			1		5
OPEN ROAD		1		3			4
WESTERN STORY		2		1	1		4
AMERICAN LEGION	3			1			4
EVERYBODY'S	1	1		1			3
COSMOPOLITAN		2			1		3
AMERICAN BUILDER		2					2
TRUE STORY		1		1			2
COLLEGE HUMOR					2		2
NATURE				2			2
OUTLOOK				1			1
WAR					1		1
FOOTBALL					1		1
WORLD					1		1
NATIONAL HUMANITIES					1		1
WORLD'S WORK		1					1
OUTDOOR LIFE			1				1
AMERICAN MECHANIC			1				1
AMERICAN SCIENCE				1			1
INDEPENDENT				1			1
RED BOOK				1			1
BOY MECHANIC				1			1
SCOTT'S STAMP MONTHLY	1						1
THE LONDON NEWS	1						1
AMERICAN WEEKLY	1						1
FATHER AND SON		1					1
THE YOUNG MAN		1					1
NEW AGE		1					1
TOTAL	179	140	16	158	127	139	759

the boys of the sixth grade. It is written so as to appeal to the younger boys. The articles deal with such topics as baseball, aviation, hobbies, animals and the like. The stories are full of adventure and are written so a boy can understand them.

The third most popular magazine is the "Literary Digest". 57 boys read it. It is most popular in grade nine where 21 boys read it. Grade eight is next with 15 boys reading it, then grade seven with 10 readers, grade six with 3 readers, I.H.S. with 2 readers, and finally, grade five with 1 reader. This magazine does not appeal as much to the younger boys as it does to the older ones. This is not surprising to one who is acquainted with the magazine. About the only thing of interest to the younger boys would be the cartoons and even they are too "deep" for young boys. The material in the magazine deals, to a great extent, with public questions and politics. The younger boys are not interested much in the affairs of the country. But in grades seven, eight and nine this material is very important for use in their classes on current events. Other material found in the magazine is too far advanced for the younger boys and even boys in grades eight and nine have difficulty with it.

"Popular Science" ranks fourth in popularity. A total of 56 boys read it. Grade nine leads with 18 readers, then grades five and seven, each with 12 readers, grade eight with 9 readers, grade six with 3 readers, and I.H.S. with 2 readers. This magazine is much on the same type as "Popular Mechanics." It is surprising that they are not of about equal popularity. It is well illustrated and should have a higher appeal to the lower grades than the Table shows. It does contain, however, discussions of many of the leading topics of the day which would not be of much interest to the younger boys.

"Boy's Life" ranks the same as "Popular Science." 56 boys read it also. It is most popular in grade seven where 15 boys read it. Grade eight contains 14 boys who read it, grades six and nine

each have 9 readers, grade five 8 readers, and I.H.S. has 1 reader. This magazine appeals mainly to grades seven and eight. It is the official publication of the Boy Scouts and contains much that is of interest to boys of all ages. It includes stories of adventure and information on scouting, athletics, aviation, pioneering, nature study, radio, etc. From the general appeal that Boy Scouts inspired in fiction reading, one would suppose that this magazine would have a greater appeal to all of the boys.

"Baseball" is the next popular magazine. 47 boys read it. It is most popular in grade seven where 15 boys read it. It appeals to 12 boys in grade eight. Grade nine ranks next with 11 boys who read it, grade six with 5 boys, and grade five with 4 boys. I.H.S. has no boys who read this magazine. It appeals mainly to the older boys of the group. Since baseball is so popular in the public mind one would suppose that many of the boys would be fond of baseball. This may be explained by the fact that the smaller boys do not play baseball, but substitute a different kind of ball game. The older boys play organized baseball and, consequently, are more interested in it. The younger boys are interested in baseball to the extent that they read the newspapers and keep close watch on the progress of the big leagues.

The "Saturday Evening Post" ranks next in popularity. It has almost equal appeal in all the grades, except the I.H.S., where no one reads it. "Science and Invention" is popular in grade nine. The other grades do not read it to any great extent. It appeals to the higher grades more and, in a large measure, is more advanced in scientific discussion than either the "Popular Mechanics" or the "Popular Science." Only 18 boys read the "Aero Digest". One would expect that since boys are interested in sport and adventure, and in things that are thrilling, they would be interested to a greater degree in flying. "Child Life" is typically a magazine for the smaller boys as

illustrated by this Table. The boys reading this magazine are in grades five and six. Likewise "St. Nicholas" belongs to this class and most of the readers are found in these two grades. "Field and Stream" is apparently not liked by the smaller boys. It is read by a fair number of the older boys.

Superintendent Engleman¹ made a study of the reading of students in the junior and senior high schools of Decatur, Illinois. It covered 800 pupils in the senior high school and 225 in the eighth grade. Both boys and girls were included. The fact that girls were also considered may have a tendency to invalidate the results of a comparison with the present study, but such a comparison will nevertheless have its significance. Of the 1025 pupils studied, 101 did not read any magazine. Among the magazines read by the eighth grade pupils the following order of rank existed; "The Youth's Companion" first, then "Popular Mechanics," "Ladies Home Journal," "Pictorial Review," "Saturday Evening Post," "The National Geographic," "Boy's Life," "American Boy" and a number of less popular magazines.

In the present study "Youth's Companion" did not seem very popular in the eighth grade. "Popular Mechanics" ranked first in this grade and came second in Engleman's study. This seems quite consistent and it is likely true that, had only boys been studied, this magazine would have been first as in the present study. The "Ladies Home Journal" ranking third, seems to indicate the presence of the girls because in the present study this magazine was not popular with boys. The "Pictorial Review" was not mentioned while the "Saturday Evening Post" ranked seventh. In the study just quoted the latter ranked fifth which is fairly close ranking in both studies. The "National Geographic" was twentieth in the present study while "Boy's Life" and

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1. Hosic, James F. - "Reorganization of English in Secondary Schools." Department of Interior, Washington, D. C. Bulletin 1917 No. 2 p. 99

"American Boy" ranked third and fourth, respectively. This is again a very close comparison. On the whole, the most popular magazines seem to correspond fairly closely in the two studies.

Some magazines are objectionable for young boys because of the type of pictures and material which they contain. Among these one might class such as "Judge", "Life", and "College Humor", all of which are found represented in this study. Most of the readers of "Judge" are in grade five. It may be likely that some boy has brought this magazine into his group and has passed it around. "Life" finds most of its readers in grade six, and two boys of grade six read "College Humor". Since the school does not supply the boys with this type of magazine, it is certain that these magazines have been brought from the outside. It is unusual to find no readers of such magazines in the higher grades. The Table also shows that the influence of the objectionable magazines is slight and that the readers of such magazines are concentrated in one or two groups.

There were a total of 384 boys who read magazines which means approximately 50% of the group. There were more boys in grades five, six, and seven who read magazines than in the other three grades, yet the total readings for grade nine was greater than that of of any other grade. This is accounted for by the fact that some boys in grade nine read a number of magazines. One boy read ten different ones. It was also found that boys, who read a great number of magazines, read very little fiction and non-fiction books. Then again, those boys who read no magazines read very little fiction or non-fiction. On the other hand, boys who read no fiction (there were 13 boys in this group) also read no non-fiction or magazines, except in the case of a ninth grade boy who read a magazine.

One would expect more boys would read magazines on the up-to-date topics (which are of interest to boys) such as radio,

aeronautics, automobiles, moving pictures, and the like. But most of the boys in this group may be too young to have much fascination along these lines. It will be noted that the majority of the boys who read magazines of this type are found in the higher grades. It is interesting to find 5 boys in grades five and six who read the "Ladies Home Journal." This magazine has excellent colored advertisements which are likely the attraction, and not the reading matter.

In spite of the fact that boys are thrilled by war and war stories, only one boy read the magazine entitled, "War." Quite a number of the boys are interested in wrestling and most of them enjoy reading the papers about boxing, but only 1 boy reads the Ring, a pugilistic magazine. Only a few boys are interested in the school paper. School spirit is lacking in the institution and this partly accounts for the lack of interest in the paper. Then again, the younger boys are not greatly interested in school affairs, unless it be athletics. They take school much as a matter of course and do not become greatly enthused about it.

There are some magazines which are read by a few boys. Some of these are read because a boy is interested in a particular field. The boy who reads "Scott's Stamp Monthly" is of this type. He is making a collection of stamps. A boy may read a number of magazines on science, another may read on traveling, and so on. It is noteworthy to find a boy in the sixth grade who is interested in such a magazine as the "National Humane Review."

From Table VII it will be seen that this group of boys read a good class of magazines. A great majority of these magazines are in the library and the home rooms so that the boys may borrow one for the asking. Thus each boy is free to choose from a very wide field. There is little opportunity for the boys to purchase magazines outside of the school and there is no need for it because practically every interest of the boy can be satisfied by the magazines supplied by the school.

CHAPTER V

CONSIDERATION OF ELEMENTS AND INFLUENCES

In order to facilitate the study of the various elements and influences in the boys' reading of fiction, it was decided to make a sampling of the entire group. 10% of the number of boys of each grade was considered a fair representation. As a result of this plan the following number of boys was selected:

Grade 5 -----	17 boys
Grade 6 -----	18 boys
Grade 7 -----	14 boys
Grade I.H.S. ---	3 boys
Grade 8 -----	15 boys
Grade 9 -----	<u>13</u> boys
Total	80 boys.

Chart I represents the total amount of influence operating in the selection of books as recorded by the boys of this sampled group. Each circle represents a grade and is drawn proportionate to the size of the group represented, while the various sectors of each circle are also drawn proportionate to the amount of influence of each factor.

On the questionnaire cards the boys named six different factors which influenced them in the choice of the 945 books which this sampled group read. The factors were, "moving-pictures", "teachers", "other boys", "gifts", "authorship", and "personal choice" (Chart I). The term "authorship" indicates that a boy read a book by a certain author, liked the book, and chose another book by the same author. It

1. Introduction

The purpose of this study is to investigate the effects of various factors on the growth of plants.

The study was conducted in a controlled environment over a period of six weeks.

The results of the study are presented in the following sections.

2. Materials and Methods

2.1. Plant Material

2.2. Growth Conditions

2.3. Data Collection

2.4. Statistical Analysis

3. Results

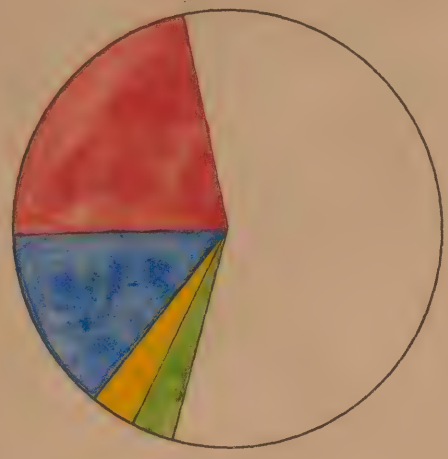
3.1. Effect of Light Intensity

3.2. Effect of Temperature

3.3. Effect of Nutrient Availability

CHART-I RELATION OF VARIOUS INFLUENCES ON BOOK SELECTIONS

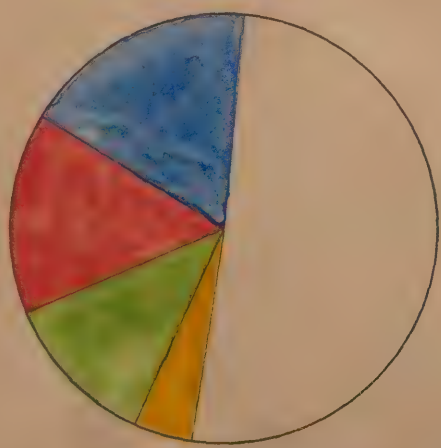
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MOVING PICTURES
TEACHERS
OTHER BOYS
GIFTS
AUTHORSHIP
PERSONAL CHOICE



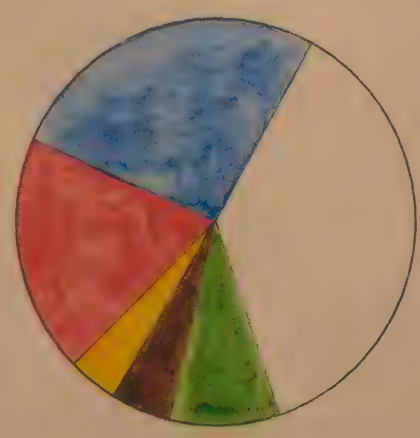
GRADE 7



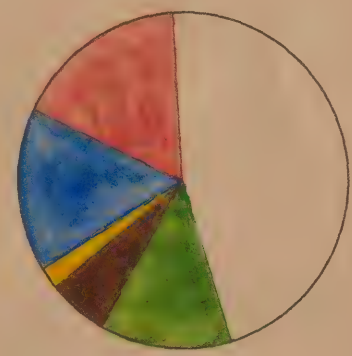
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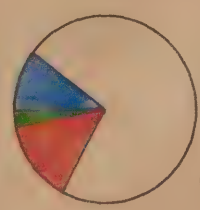
GRADE 5



GRADE 8



GRADE 9



GRADE I.H.S.

	SELF	TEACHER	GIFT	BOY	ACTUAL	MOVIE	TOTAL
9	50	15	2	19	18	7	111
8	58	15	6	31	42	8	160
I.H.S.	25	1		5	4		35
7	49	6	6	43	25		179
6	111	12	16	86	23		248
5	104	26	9	33	40		212
TOTAL	447	75	39	217	152	15	945

is assumed that the other factors are self-explanatory.

In Grade 5, "personal choice" figured in the selections of the books to a slightly greater degree than the combined influences of "teacher", "other boys", "gifts", and "authorship". As to the latter influences, "teachers", "other boys", and "authorship" each exerted about the same degree of influence upon choice, while only a comparatively few books were received as gifts.

In Grade 6 a somewhat different condition exists. "Personal choice" does not figure quite so prominently as in Grade 5, although it is by far the most influential factor on choice in this grade. The influence of "other boys" in suggesting books is quite prominent and is next in importance to "personal choice." It appears that "authorship" is responsible for the choosing of about as many books as "gifts." "Teachers" were responsible for the choice of about half as many books as "authorship."

In Grade 7, "personal choice" was responsible for the greatest number of selections. The next greatest influence was "other boys". "Authorship" ranks next with slightly over one-half as many selections to its credit as "other boys." The number of books received as gifts was the same as the number resulting from "teachers" suggestions.

Of the small number of books read in Grade I.H.S, "personal choice" is by far the greatest factor in their selections. It is almost three times as great as the combined factors of "teachers", "other boys", and "authorship." "Teachers" suggestions play a very small part, while "authorship" and "other boys" exert about the same amount of influence.

In Grade 8 the situation is somewhat different. A new influence comes into the lives of the boys. It is that of "moving-pictures." It is interesting to note that, while moving pictures are not a very important influence, they are one-half as powerful in affecting book selections as "teachers". Only a small number of books were

received as "gifts." The influence of "teachers" is about one-third as great as the factor of "other boys." "Authorship" is decidedly more instrumental in affecting choice than is the influence of "other boys". Again, in this grade, "personal choice" plays the greatest part in the selection of books.

The influence of "moving pictures" is also found in Grade 9. This factor bears about the same degree of importance here as it does in Grade 8. Very few books were received as "gifts." "Authorship" and "other boys" play about the same part in book selections while "teachers" are slightly less influential. "Personal choice" is the greatest factor in this grade.

In comparing the various influences within the several grades we find that "personal choice" in every grade, exerts a much greater influence on the boys' choice of books than any one other factor. In grades 7 and I.H.S. it is greater than the sum total of all other influences recorded. In Grade 5 it lacks 1% of being as powerful as all other influences combined. Grade 9 is influenced to a slightly less degree by this factor, Grade 6 still less, and finally Grade 8 with the smallest amount of influence from "personal choice". But in no grade is this factor so small that its consideration is negligible.

"Teachers" are most influential with boys of Grade 5. In Grades 6 and 7 their influence is not as great. Then again in Grades 8 and 9 they play a greater part in the choice of books. Grade I.H.S. is only slightly affected by "teachers'" suggestions.

The influence of "other boys" on boys' reading is quite a factor in book selections. In the consideration of all of the grades this influence is next to "personal choice" in importance. In Grade 5 "other boys" influence the selection of books to about half the degree to which they do in Grades 6 and 7. In Grade I.H.S. this factor is much less operative and the choices are affected to about

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the same degree as they are in Grades 8 and 9. To some extent, at least, it would seem that, as boys advance in grade the influence of other boys on their choice of books becomes less. Older boys become more independent in the matter of choice. They are better able to find books for themselves. In the present study it will be noted that Grades 8 and 9 were influenced by "moving pictures", a factor which was not mentioned in any of the other grades. It is surprising not to find this factor in the other grades since all have equal opportunity to see such pictures in the school. It is quite possible, however, that some of the smaller boys, at least, do not know that the stories of some moving pictures can be found in book form.

Comparatively few books were received as gifts, consequently this factor is a small one. It is smaller in Grade 5 than it is in Grade 6. In Grades 7, 8, 9 it is of about the same importance as in Grade 5. This factor is not mentioned in Grade I.H.S. at all. No books were received as gifts in this grade.

The greatest follow-up of the author occurred in Grade 8. Grade 5 was influenced slightly less by this factor, while Grade 6 represents a still smaller influence. Grades 7, I.H.S. and 9 are almost equally affected but represent a degree of influence which warrants consideration.

It has been stated previously that "personal choice" is the greatest single factor among the influences of boys' choices of books in the present study. This may be due to the nature of a boy. The average boy is constantly exploring and investigating new things whether they be books or toys. The boys included in this study have free access to home room libraries at any time, except during school hours. They are also permitted to visit the main library during certain periods in school time in addition to the "out-of-school" hours. There is also opportunity to visit these libraries on Saturdays and Sundays. These boys are allowed to go about freely among the books. There is

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opportunity to select from an almost unlimited range of books. If a certain book is desired but is not in any of the libraries, every effort is made to secure a copy.

Finding a new book is to the boy what most any other experience is to him. He brings all of his concentration to bear upon it. He handles it, turns the pages, looks for pictures, and tries to find hurriedly, whether the book is "any good." These are natural responses to the stimulus before him. It is this direct contact with books that commands his attention and curiosity most forcibly. This, perhaps, is a reason for "personal choice" being so prominent among these various influences on choice. Other influences suggest to the boys in an indirect manner and consequently are less forcible.

In this matter of "personal choice" there are elements which are worthy of mention. Miss Bamberger¹ made a study of the elements affecting the personal choice of books in the primary grades. She found that the physical make-up of a book exerted an influence on pupils' choices. The size of the book was a factor. The small volume did not appeal as strongly as the larger one. The kind of cover also had something to do with choice. Brightness appealed to the children. Blue, red, and yellow were favorite colors. The internal arrangement of the book was a factor. She found that numerous illustrations make a book more acceptable. While this was true of these primary children, anyone who has observed older children will recall that they, too, look at pictures first and judge the book somewhat from the pictures. Miss Bamberger also found that large pictures were preferred to smaller ones, and the colors should be bright for the younger children. She states that older children gradually grow into a preference for softer tints and tones. Humor and action in pictures, she found, make an appeal to

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1. Bamberger, Florence: The Effect of the Physical Make-up of a Book upon Children's Selection. The Johns Hopkins University Studies in Education, No. 4. The Johns Hopkins Press, Baltimore 1922.

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primary children. A wide margin is attractive to them. She further states that, "adults appear to estimate children's book preferences most inaccurately."¹ "Titles appear to exert an influence with all of the children. The word 'reader' in a title appears to exert a strong negative influence on the older primary children."¹ "The physical make-up of the textbook seems to be of a kind to exert a negative rather than a positive appeal."¹

This brief evidence alone indicates that good make-up and binding greatly increase the chances of books being read and enjoyed, and, on the other hand, cheap and poor editions prevent pupils from reading them. It is, then, quite important that the books for our reading shelves be attractive in appearance and appeal to the most powerful influence on book selections, "personal choice."

One of the most valuable influences on boy's reading should be the teacher, since her guidance is necessary to direct boys' reading along the proper channels. It is her duty to do so. Yet the chart indicates this influence is one of the smallest factors operating in the choice of books. There must be some reason for this situation.

There are two factors which enter into this matter very materially. They are the teacher, herself, and the character of the required reading for each grade. The present study does not cover any data relative to the teachers of the boys of this group, therefore this phase of the problem cannot be studied. We have no reason to believe, however, that the teachers of this group of boys are superior to the teachers in any other schools. Since the majority of these teachers are not college graduates and have not taken special work, we would be very likely to find the traditional type of teaching. Authorities on this subject have made a study of the good and poor

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1. Ibid - p. 132

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methods employed by teachers of this type. It might be profitable to review some of these conclusions with a view of more fully understanding the situation.

The methods employed by teachers of literature in classrooms have much to do with the enjoyment or lack of enjoyment on the part of the pupils. Dr. Hosic concluded that, "there seems to be a considerable discrepancy between educational theory with regard to the study and enjoyment of literature and the methods actually employed by teachers in their classrooms."¹ He further states that, "apparently the reading course in intermediate and higher grades of the American school is still largely a formal course in oral reading, the study of vocabulary, and the acquiring of miscellaneous knowledge, rather than a course in the interpretation and enjoyment of literature."¹ "By insisting on a deadening analysis and by clinging to an ideal of abstract scholarship, vital interest in this field has been nipped in the bud. Literature has too often been murdered by dissection. Analysis has its place in the process of education and so has the ideal of scholarship, but they must not be set up as the sole ends of instruction and permitted to tyrannize over all the work of the school. Where its approach should be through the feelings and the emotions, education is dominated by intellectual concepts. All education has been forced into the same molds, and with tragic consequences the spirit has been sacrificed to the form. In our examinations we test for a pedantic knowledge about literature and confuse this knowledge with a genuinely appreciative aesthetic experience. Little wonder therefore that, instead of creating interest and developing a love of beauty, we have put literature in bad repute among children and have taught them to look with suspicion on everything carrying its label."²

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1. Hosic, J. F.: Empirical Studies in School Reading. Contributions to Education, #114. Teachers College, Columbia University p. 55
2. Chapman, J. Crosby & Counts, George S.: Principles of Education. Houghton, Mifflin Co. 1924 pp.320-321

The modern tendency in the teaching of literature is to get away from a great amount of oral reading. It is deemed necessary and very important to become proficient in silent reading. The chief reason for this is the little need for oral reading in later life. Gray says, "Information secured in conference with more than 900 adults indicates that practically all their reading is done silently. Fewer than 5% reported that they read aloud on other than very infrequent occasions. Parsons secured information from 231 adults concerning their reading habits. Of this number, 137 reported no use of oral reading whatever. The answers of the 94 who read orally were distributed as follows: very seldom, 47; seldom, 19; frequently, 7; very frequently, 1."¹ It is no doubt true that adults who do not read orally could do so on occasions to distinct advantage. At least from the above studies it is evident that silent reading is of greater social value than oral reading. It is Judd's opinion that, "Perhaps the cardinal criticism which can be made against the method of teaching reading common in the modern school, is the criticism that the only type of reading which is ordinarily made a matter of classroom instruction, even today, is oral reading It is retained as the daily exercise in many sixth, seventh, and eighth grades, although for nearly sixteen years the importance of changing in the upper grades to silent reading has been reiterated again and again in all of the books on educational methods, and in all of the prefaces of reading books."²

In another study Gray, in following along this particular line of thought, emphasizes indirectly the duty of the teacher in directing the reading of the pupils. He says, "Current tendencies in elementary education emphasize the value of intelligent silent reading.

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1. Gray, W. S.: Summary of Investigations Relating to Reading. Educational Monograph #28, Dept. of Education, University of Chicago. 1925

2. Judd, Charles: Relation of School Expansion to Reading p. 260.

It is an indispensable means of extending experience and stimulating the thinking powers of boys and girls. It includes the habits of intelligent interpretation, the economical and skillful use of books, familiarity with the sources and values of reading material, effective habits of study, and fluent habits of reading. These habits cannot be developed through incidental means. They must be made the subject of specific and systematic instruction. In view of the large importance of independent reading, the development of habits of intelligent silent reading is one of the most important obligations which rests on the elementary school."¹ One can assume that in the last statement Gray has in mind mainly the teacher and her method of approaching the subject. In this connection another authority says, "Nevertheless, unsuitable as these books are which we make our pupils study, the gulf between them and voluntary reading might more often be spanned if teachers were a little more sympathetic and liberal with regard to their pupils' tastes."² "Again and again it is said that the reading of the pupils is formal and that the content of the books used in the schools to teach reading is so exclusively drawn from the literary classics that it fails to appeal to the pupils."³

It is the conclusion among educators that the duty of the English teacher is to develop in the children certain habits, skills, and appreciations through silent reading. Pennell and Cusack⁴ suggest that all grades should be working toward the realization of the following general objectives:

1. To create a desire and love for reading.
2. To help the child through the process of thought-getting to master the mechanics of reading.
3. To develop the power to think clearly and to the point.

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1. Gray, W.S.: The Importance of Intelligent Silent Reading, Elementary School Journal, XXIV, January 1924.
2. Thurber, Samuel: Voluntary Reading in the Classical High School, p.175
3. Judd, Charles: Relation of School Expansion to Reading, p. 260
4. Pennell, L.E. & Cusack, A.M.: How to Teach Reading, p. 96

1. The first part of the paper

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to the boundary value problem

for the Laplace equation

in the case of a domain with

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smooth boundary Γ . Let

f be a piecewise continuous

function on Γ . Then

4. To read with the individual's maximum degree of speed.

5. To furnish opportunities for the child to make use of the ideas gained from the printed page.

6. To train in the effective use of books.

The teacher has excellent opportunity for direct contact with pupils and should be quite influential in attaining these ends. Bobbitt says, "the curriculum is not books, but experiences. The educational value is always what happens in one when he reads."¹ To a great extent the teacher should be responsible for these results. She is the one who should make the experiences so pleasant and attractive that the pupils will want to continue them in their spare time with literature of their own choice. A large part of reading instruction in the intermediate grades is the responsibility of furnishing the children with many and wide reading experiences. It is in accordance with present day psychology and pedagogy that many types of reading material should be used at this school level. The developing interests of children in these grades make them aware of new worlds that lie beyond the horizon of their literary acquaintance. The wide scope which the curriculum should cover demands much reading of different types of material. The accomplishment of a complete and definite program offers fascinating opportunities, for through it the teacher may watch her children enter new and boundless fields of information and pleasure. Variety in procedure is necessary to eliminate monotony and stimulate concentrated attention. In this event the pupils would not be so likely to call the English period "stale."

"Certain reforms have been made and partly carried through, but there still remains much to remind us of practices which were current two generations ago. Even the reforms which have been introduced are only half understood by many teachers, with the result that reading in the schools is by no means as effective as it must be made

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1. Bobbitt, Franklin: The Curriculum.

A second factor in this consideration is the required reading for the boys of the present study. The following constitutes the required reading for each grade:

Grade 9.

Treasure Island
Sketch Book
Poetry for Junior High School

Grade 8.

Tales of a Wayside Inn
Courtship of Miles Standish
Poetry for Junior High School

Grade I.H.S.

No required reading

Grade 7.

Tales from Shakespeare
Evangeline
Great Stone Face

Grade 6.

No required reading

Grade 5.

No required reading

It is very important to have a required reading course for each grade which will fit that grade. At the present time many such reading lists are too antiquated to be of much value. Some have been handed down by tradition, others have been made by teachers who had little knowledge of the interests of the children who were to use the lists, and so on. Such lists do not comply with the educational demands of the present. Educators speak of reading lists in terms of the interests of school children. At the present time there is considerable investigating along this line with the idea of ascertaining scientifically just what

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1. Judd, Charles: Relation of School Expansion to Reading. p. 253

the interests of school children are, and how to make a reading course which will best satisfy these interests.

It is evident that the above required reading list does not contain sufficient variety nor does it contain the best books for the purpose. There are many fine pieces of literature that could be selected and formed into a very attractive reading list for boys. Douglas says, "Practically, we have not accomplished what we should. Important reasons for the failure of literature instruction to yield expected returns are, first, over-emphasis upon a few masterpieces and over-analysis of them. This has limited the range of acquaintance with books, and has stifled interest. Too wide a gap has separated the apperceptive power of the pupil from the background demanded by the selections assigned for reading and study. It is profitless to assume that reading interests will become what we want them to merely because lists contain certain books."¹

While this point of view applies to all of the grades included in this study, it applies most forcibly to the Junior H. S. Grades - 7, 8, 9. The objectives of literature in the Junior High School should aim to have people live richer, fuller lives because of the pleasurable emotional experiences they have had in connection with reading. In the Junior High School the individual reading method should be urged in order to establish habits of reading and attitudes toward reading rather than information about literature.

Every child in a class in literature is developing general attitudes regarding literature and these attitudes are contingent to a large degree upon the emotional slant presented by the teacher. If she tries to disregard this important phase by careful parsing, detailed analysis, author's motives, and other enthusiasm - killing devices,

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1. Douglas, A.A.: Secondary Education. Houghton, Mifflin Co. 1927. pp. 510-511

she is aiding in the setting up of responses which are likely to determine, to a large extent, all future responses in the field of literature. If desirable emotionalized attitudes are not built up during this J. H. S. period, it is difficult to be assured that the mind-sets formed, will suddenly be magically transformed in the Senior High School or College. The following quotation brings out this point rather clearly. "The approach to literature for real experience and enjoyment must never be analytical and critical; it must always be cooperative, creative; it must be the reader's attempt to put together out of his own past experience those pictures and sounds and odors the writer presents. Very rarely has classroom literature-teaching centered on this aim. Unless it does, teachers will continue to develop a distaste for genuine literature and turn pupils back upon the cheap and shoddy We must not get in the way of the best books with quizzes and annotations on irrelevant details, rather, we must join sympathetically with children to help them live into new experiences and to get from them what is vital and rich for each child's growing and expanding needs."¹

In order to encourage active and sincere appreciation on the part of the pupils it is necessary to inject this sympathetic attitude into the courses in literature together with a genuine, spontaneous, appreciation of the emotional side. If this is not done the pupils will do as they have done heretofore - accept politely what the school offers with no attempt to continue, in out-of-school time, the activities presumably fostered in in-school work. To the extent that the interests and activities reinforced, guided, and directed in the school persist in the recreational life outside of the school, is the program of studies successful.

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1. Twenty Fourth Yearbook, N. S. S. E., Part I. Report of National Reading Committee, p. 153

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Grades 7, 8 and 9 of the present study constitute the Junior High School group. Up to this school period - the period of the development of the personality - the boys have been traveling the same road, but at different speeds. Now the road begins to fork and each child travels toward his own goal. Here individual reading should supplant the class method to a greater extent. Instead of all children reading the same story, each child should be given the opportunity of selecting his own themes and types of literature, but under direction. Infinite variety is the keynote of the course in English for this period.

In this matter of the Junior High School, English is one of the subjects brought over from the old school organization and the tendency is to teach it in the old way. At this time when the new organization is still flexible the new English course should be constructed. After the organization becomes fixed and more or less rigid it will be much more difficult to remold the course. This new course must be animated. The original idea of the Junior High School was to follow nature more closely. Barnes says, "The proper course in English in the Junior High School is one that is based on the qualities, the characteristics, the peculiarities, the interests of the children of the Junior High School age."¹ He further states, "our first problem is to comprehend the child in this stage of his development, to discover what are his tastes, inclinations, notions, ideals, instincts, and powers, having done this, we are ready to plan for him a course in English."² Finally, in summing up, he says, "We will base all the content and the method of English on what actually and verily is demanded by the nature of the pupils."²

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1. Barnes, W.: Suggestions for the English Course in the Junior High School. School Review, XXVII, p. 524.

2. Ibid. p. 525

This demand is partly interpreted by Cox who says, "What must be taught in the secondary school should be determined first of all by the needs of the community life."¹ In connection with curriculum formation Crow says, "The literature selected for study in our high schools, if it is to do its own proper work, must be that which idealizes and presents in appreciable artistic form, typical life situations which are common now to our boys and girls. The chief life situations with which literature deals are nature situations and social situations."² This he concluded as the result of a study in which he found that the literature, ranking highest from point of interest, was that which was interpretations of modern life, and that ranking lowest was the interpretations of life as lived in the past.

Authorities on the subject of the required course in literature seem to have many similar ideas concerning the underlying principles of the construction of the ideal course. Pennell and Cusack suggest that, "Materials for reading must be suited to the interests and experiences of children at every stage of their development in order that a love of reading may be stimulated and that the reader may have the ability to interpret the thought of the selection. As the range of children's interests is great, so material chosen for reading lessons must be very varied."³

Judd says, "Children are based beyond degree by the failure of the grades above the primary to give them in the reading class what they crave, a new and larger intellectual world into which they may enter with enthusiasm."⁴ He further names some of the things which should be accomplished in reading. He says, "The fourth, fifth, and sixth grades should give experience in three or four of the simplest

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1. Cox, Philip W. L.: Curriculum Adjustment in the Secondary Schools p.131
2. Crow, C. S.: Evaluation of English Literature in High School p. 10
3. Pennell, M. E. and Cusack, A.M.: How to Teach Reading pp. 16-17
4. Judd, Chas. H.: Relation of School Expansion to Reading. p. 263

varieties of reading. They should certainly train in rapid silent reading for the purpose of understanding the story. They should train also in the reading of simple informational passages in such a way that the reader fixes in mind the details of information supplied by the passage. Such reading is exemplified by descriptive passages in geographies. They should train, in the third place, in the reading of simple arguments. They should probably give some training in the rapid reading of passages for the purpose of selecting important single items."¹

It is quite important to choose the right materials for reading. This must be done with care and deliberation. "In the primary and intermediate grades there seems to be no harm whatever in the child's delight in improbabilities; they need only be decent and not too frightful. The one essential in this period for every schoolroom is ample supplies of the best stories the children can be led to care about, and every encouragement for their free reading and enjoyment. We need more beautifully illustrated editions, a larger range of subjects, and more catholicity of enjoyment. Probably our teaching of literature has more often failed because of niggardly lack of fine materials, than for any other reason..... The range should be from the delightful nonsense of Mother Goose as far as the children's tastes and interests will lead them; but it will rarely extend beyond a keen interest in incredible adventure, the fun of Lewis Carroll and Dr. Dolittle, and the strangeness or homlikeness of child life and animal behavior in various places."²

After a study of the reactions of the boys in the sampled group of the present study, it is evident that while some boys are still deep in the fairy-tale era, others of the same class may be turning disappointedly from Robinson Crusoe because they learn that it

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1. Ibid. p. 265

2. Twenty-fourth Yearbook, M. S. S. E. Part I: Report of National Reading Committee, p. 145

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is not a true story. It is the opinion of some teachers of literature that pupils should be told frankly that fairy tales and romances are, like nonsense, just for fun, that Robinson Crusoe is true to life and experience, though the adventure never really happened exactly as it is told. In the Junior High School period this demand for actuality and truth becomes especially insistent. These are the years of earnest, sometimes pathetic search after the truth of experience. At this point it is possible to do most harm by wrong recommendations or by failure to recommend fine and great books. Dr. Leonard says, "We need to secure that which portrays in its happenings, truly and without sentimentalizing and falsification, men's actual deeds and motives and ideas and their real consequences."¹

"We need in the High School, as in the grades, very much more of real literature and fewer "books about books" and other mere texts. We need more books of genuine interest to children and fewer romances and character studies and books of adult nature-interest, particularly in the lower grades and the J.H.S."²

Without the emphasis upon children's interests and the reading done during recreation time, it seems evident that methods of teaching and reading lists will have to change. The motive for teaching literature should be to develop an interest in reading which will be carried beyond the school. Uhl suggests a means of fostering good reading habits. He says, "The remedy for the situation is to be found in the provision of wholesome material upon the pupils' plane of development; that is, in the integration of the inner urge and the outer means. Since literature abounds with wholesome selections,

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1. Leonard, S. A.: Essential Principles of Teaching Reading and Literature. J. B. Lippincott Co. 1922, p. 125.
2. Twenty-fourth Yearbook, N.S.S.E., Part I: Report of National Reading Committee. p. 149

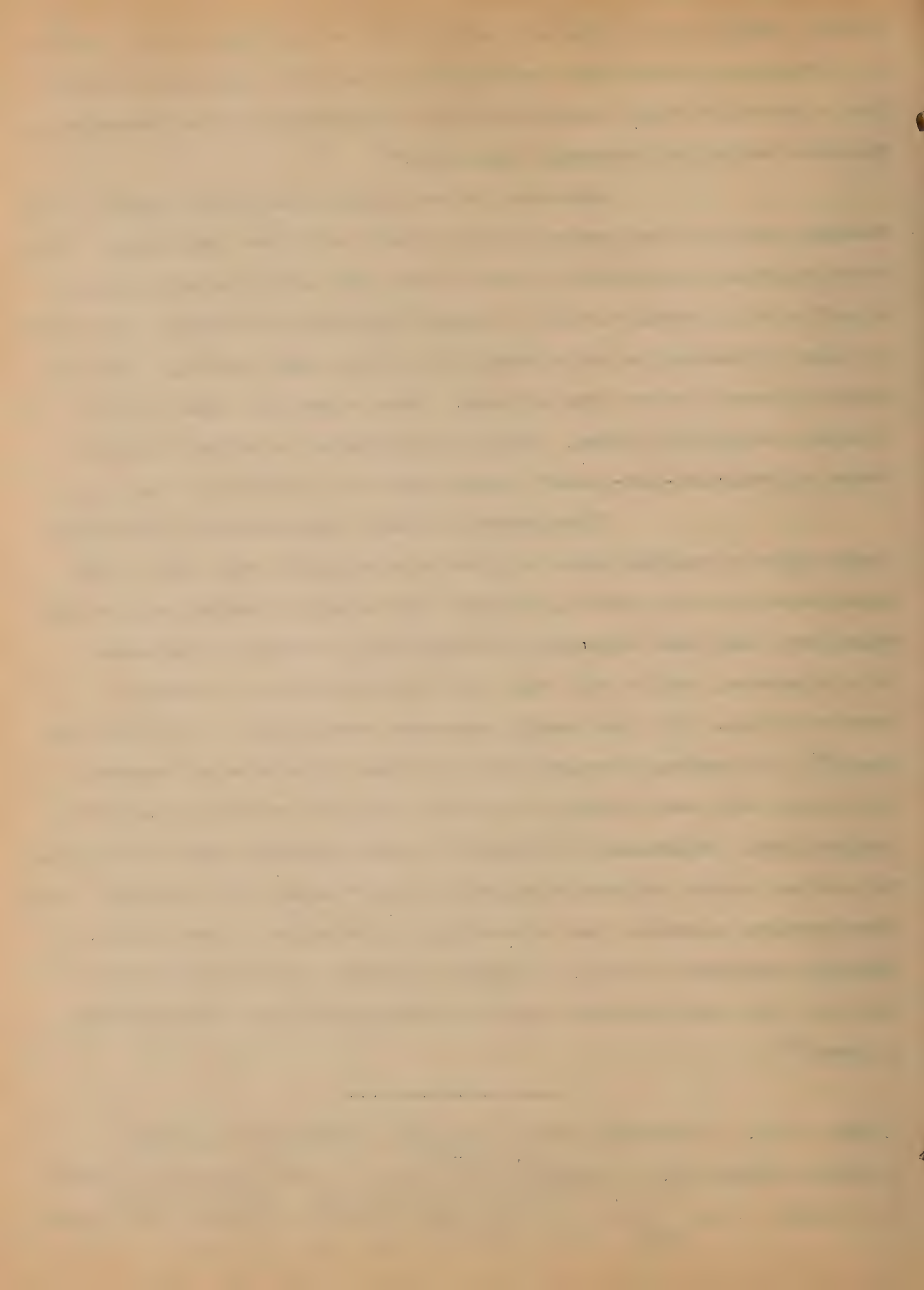
greater quantities of such materials should be provided for the purpose of discouraging undesirable reading and stimulating desirable reading. Such a procedure would harness desirable interests for the formation of valuable habits and permanent interests."¹

According to the authorities quoted earlier, the reading lists for the grades in the present study are inadequate. While certain grades are required to read books that are worth while, there is not a large enough variety of books from which to choose. Variation of types of reading is quite essential to encourage reading. Not all boys will care for one type of book. Books along the line of their interests should be listed. Boys are interested in making things so books on "what-and-how-to-do" things should be included in the lists.

"A well-proportioned, comprehensive program of instruction in reading seeks to give boys and girls rich and varied experiences through reading, to lead them to enjoy reading good books, magazines, and other material covering a wide variety of wholesome life interests, and to help them form certain habits, or acquire certain skills, which are really necessary conditions to the first two aims."² In choosing literature for children it is wise and necessary to include only such matter as is within possible reach of children's imaginations. Materials of children's actual previous experience should be used and should be made to appeal to their immediate interests. From these unknown materials can be developed experiences in new fields. "Such philosophies of life, in essays or poems, as we desire them to have for their use in mature years are meaningless and uninteresting to them."³

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1. Uhl, W. L.: Secondary School Curricula. MacMillan Co. 1927.
pp. 404-407
2. Brooks, Fowler D.: Increasing the Rate of Silent Reading in Grades 4,5,6. Baltimore Monograph #1. Baltimore, Md.
3. Leonard, S. A.: Essential Principles of Teaching Reading and Literature. J. B. Lippincott Co. 1922. p. 102.



Grades 5, 6, and I.H.S. have no required reading at all. This is an indication that these grades are being neglected. It is assumed by the administration that these boys will find their own books in the library. In other words, these young boys are expected to guide themselves in their choice of books, about which they know little. It is in these lower grades where guidance in reading is very important. These younger boys should be directed in their reading, otherwise they will have no way of knowing which books are best. I.H.S. boys, for the most part, are especially in need of guidance in their book selections. For these neglected grades, then, there should be liberal lists of books from which they would be required to choose some of their reading, at least.

"Authorship" or the following up of an author has a fairly strong influence on boys' selections. When a boy reads a book by a certain author and likes the book he often selects another book by the same author. One often hears boys remark, "He writes good books." The matter of choosing the next book often depends upon the author.

The ten most popular authors read by these boys were, in their order of popularity, Barbour, Altsheler, Grey, Heyliger, Stevenson, Crump, Sabatini, Rinehart, Curwood, and Camp. Barbour was chosen the greatest number of times with Altsheler a close second. These two authors write about things which interest boys of these ages. Barbour writes about sports. Altsheler in his books on pioneer life, fighting, and Indians makes a direct appeal to boys. These four elements are among boys' outstanding interests. Grey, Camp, and Heyliger also write about sports but the boys do not seem to read these authors as much as the first two named. It may be due to a different presentation of the subject. Grey also writes western stories, and others dealing with nature. The mystery story is represented by Stevenson and

Rinehart. Many boys like to read about cavemen and so have chosen books by Crump. Sabatini represents the adventure story which appeals to quite a number of boys. It will be noted that these authors write the type of fiction which can be read very quickly. It arouses suspense and is full of action. It is the type that proceeds quickly, and chiefly for the interest of the plot and outcome. This type of literature is very important in the early high school years because it is the type that appeals. These popular writers appeal to the instincts of mastery, fighting, and original attention. The fact that many of the "Series" types of books are read is an indication of the followup of authors.

Out of the entire number of books read, the following brief list comprises the books which were not liked by some of the boys who read them:

<u>Title of Book</u>	<u>Author</u>	<u>Age of Boy</u>	<u>Reason for not liking</u>
Adventures of Sherlock Holmes	Doyle	14	impossible
Boy Scouts in Dixie	Sabin	14	too unnatural
David Copperfield	Dickens	15	deep & monotonous
Forty-five Guardsmen	Dumas	13	no good
Halfback	Barbour	12	too much about sport
Keeping up with Lizzie	Bacheller	13	dry
Mill of Many Windows	Fletcher	14	dry
Secret of the Barbican	Fletcher	14	mysteries cannot be solved
Sky Pilot	Connor	13	dry
Young Trailer	Atsheler	11	too many hardships
Tom Swift & His Motorcycle	Appleton	12	too much fake
Dr. Fu Manchu	Rohmer	15	rather impossible
Frankenstein	Shelley	14	poor

In some cases the criticism of a book does not necessarily reveal a fault of the book. It may be due to a peculiarity of the boy. One boy may like the book and another boy may not. It is

Just a case of varying individual tastes. From personal contact with the boys it has been observed that a boy will like some of the books of a series and yet dislike others. This is the case with "The Boy Scouts in Dixie." Boys are very particular about their reading and some minor detail may give the entire book a degree of unpopularity.

With the exception of Dickens, no standard novelist found his place among the favored books. These boys want books which are light, modern, lively, and interesting. They do not want serious books.

"Gifts" have very little to do with boys' voluntary reading. The choice of books as gifts mostly originates with the one giving the book. In some cases a boy is asked what books he likes, whether he has read certain books, or whether he can name a book which he would like for Christmas or his birthday. In such cases a boy's interest would enter into the selections but these cases are few in this group of boys.

Moving pictures do not appear to have influenced the reading of Grades 5, 6, 7 and I.H.S. There must be a reason for this. Some of the boys may not know that the stories of many of the pictures can be procured in book form. The pictures which they have seen may have been beyond their understanding. One could surmise a number of reasons but the truth could be learned only through a study of the pictures which the boys have seen. All grades have equal opportunity to see motion pictures in the school at least once a week, as a means of amusement. Each grade sees the same pictures. In addition to this many boys see pictures of their own choice when they leave the school on special days and vacations. The influence of this type of picture begins with Grades 8 and 9. While their influence on reading is not great, it deserves attention. They could be developed so as to be of great value in the literature class. The moving picture is a very

powerful influence in the society of today. It is used in the commercial and industrial world as the most effective means of advertising. So it could be used to advertise good literature to the pupils in our schools.

Films, as a means of classroom instruction, have a greater value than most people suppose. Recently, reports have been published on a study¹ by Dr. Ben D. Wood of Columbia University and Dr. Frank N. Freeman of the University of Chicago. They studied 5500 children who were taught by means of the film and 5500 children who were taught the same material without the use of the film. The experiment lasted over a period of ten weeks and was sanctioned by the National Educational Association. It was found that the children made 33% greater gain in Geography and 15% greater gain in Science by learning these subjects through motion pictures. Unfortunately, no study was made of the effect on literature reading. From the result of this study one can see the influence of films, and there seems to be no reason to believe that the influence on literature selections would be any less.

Moving pictures are a powerful phase of visual instruction but have not been developed to any great degree, educationally. As an educational factor this method of instruction is still in its infancy. Educators and the "intelligent public" have begun to study this modern invention in a new light and are recognizing its great educational possibilities for both young and old. Many of the moving pictures of today are dangerous to educational growth. They have been produced by persons who lacked the knowledge of the fundamental principles of modern pedagogy and who were over-enthusiastic regarding the possibilities of this novel educational device. Films for classroom use should be made by teachers of liberal education and an experience of real achievement in the schools. The art must be studied in order to determine how best to use it as a means of conveying knowledge to children.

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1. Tests of Film-Taught Pupils: Literary Digest 99: p. 28-29 Nov. 3, 1928

1. The first part of the report

is a general introduction to the subject

and a description of the methods used

in the investigation.

The second part of the report

is a detailed description of the

results of the investigation.

The third part of the report

is a discussion of the results

and a comparison with other work.

The fourth part of the report

is a summary of the results

and a conclusion.

The fifth part of the report

is a list of references.

The sixth part of the report

It possesses latent possibilities for both classroom and for larger groups, or mass instruction.

The film has a peculiar appealing quality of motion which so captivates us all. There is a realistic quality of motion in the moving picture and is the nearest approach to first hand information. It is capable of bringing about a greater degree of satisfaction than any other visual aid. It surpasses all other pictures in educational possibilities and has the power of communicating definite information to all types of people alike, literate and illiterate. Film lessons insure a far deeper impression on the minds of children than any story from the printed page can possibly make.

Attempts are being made to connect moving pictures with a definite curriculum of study. Such attempts have achieved various degrees of success and at present there are few films that correlate well with literature. The relation of book films to book reading is still a matter of investigation and debate. Many of the educational films are of the general-educational or entertainment-educational variety and do not deal with specific subjects.

The motion picture in turning to the "classics" for story material, has told the story so well and entertainingly, in many cases, that people have been sent to their books to find out if such a story is really written there. To the surprise and surely to the joy of these aroused minds, such "classics" have been revealed in entirely new lights. For the first time these people have begun to look on them as real books.

The opinions of educators differ widely on the merits of the film dramatizations, that have been made, of the works of standard English authors. A standard is needed. The best way in which the film can serve literature classes is to furnish vital and thought-provoking pictures. A number of films have been produced as representa-

[Faint, illegible text spanning the page, likely bleed-through from the reverse side.]

tions of great literature. But many of these are such departures from the original that their exhibition to the school child would distort and perhaps destroy the truer conceptions which he has gained himself.

Chart II shows the shifting of interest from grade to grade and is based upon the relative importance of the desirable qualities as named by the boys of the sampled group. The undesirable qualities were listed previously under the books which were not liked. The most outstanding elements listed in Chart II will be considered. The most popular element of each grade is the one which was chosen the greatest number of times in that grade.

"Mystery" is the most popular element in the reading of the boys of Grade 9. There is no other element as popular in this grade. "Adventure" and "romance" are second and of equal importance. In the third place a number of such elements are listed. They are found in stories containing "humor" and those about the "sea", "war", and "excitement." It is understood that these four elements all bear the same degree of importance in the reading of the boys of this grade. In fourth place there are a number of elements, all of the same degree of popularity. Here are listed such types of stories as "detective", "sports", "aviation", "animals", "school-life", "cowboys", and "heroes." Stories about "pioneer life", "pirates", "magic", "nature", and "western life" are the elements least preferred in this grade.

In like manner will be noted the various qualities listed under each of the other grades and their relative importance or popularity. Those qualities named in first place are the most important for that grade while those in last place are the least desired. All elements within a certain block are of the same importance in that grade.

This is a very significant chart. It is interesting to note the shifting of the elements from grade to grade. Apparently, "adventure" is the most popular element in the reading of all the grades except Grade 9 where it takes second place.

1891

The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1891.

Wm. J. Smith, John D. Jones, and J. H. Brown are elected to the office of Justice of the Peace for the year 1891.

The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1891.

CHART II THE SHIFTING OF RANKS OF QUALITIES IN DIFFERENT GRADES

GRADE 5	GRADE 6	GRADE 7	I.H.S	GRADE 8	GRADE 9
ADVENTURE	ADVENTURE	ADVENTURE	ADVENTURE SPORTS	ADVENTURE	MYSTERY
WAR	WAR	SPORTS	ANIMALS	MYSTERY	ADVENTURE ROMANCE
MYSTERY ANIMALS INDIANS	SPORTS	MYSTERY AVIATION	MYSTERY	SPORTS WESTERN LIFE	HUMOR WAR SEA EXCITEMENT
NATURE EXCITEMENT	MYSTERY	HUMOR ANIMALS	BOY SCOUTS	WAR AVIATION SEA	DETECTIVE SPORTS AVIATION ANIMALS SCHOOL LIFE COWBOYS HEROES
HUMOR	BOY SCOUTS	WAR EXCITEMENT	COLLEGE LIFE	FAIRY TALES ANIMALS EXCITEMENT	PIONEER LIFE PIRATES MAGIC NATURE WESTERN LIFE
PIONEER LIFE SPORTS	ANIMALS AVIATION INDIANS EXCITEMENT	PIONEER LIFE FAIRY TALES COLLEGE LIFE SEA INDIANS NATURE	INDIANS	HUMOR COLLEGE LIFE INDIANS ROMANCE	
BOY SCOUTS	PIONEER LIFE	GHOST STORIES BIOGRAPHY	GIANTS	DETECTIVE PIONEER LIFE NATURE MYTH	
FAIRY STORIES AVIATION SEA MAGIC HEROES FIRE STORIES WESTERN LIFE	HUMOR SEA COWBOYS		HEROES	BOY SCOUTS COWBOYS PIRATES HEROES	
COLLEGE LIFE GIANTS HIKING	COLLEGE LIFE MAGIC HEROES NATURE FIRE STORIES		EXCITEMENT	BIOGRAPHY	
	DETECTIVE PIRATES WESTERN LIFE		ROMANCE		

Dr. Jordan¹ also found that the lower grades were not the only ones who liked this type of fiction but the boys of the higher grades choose it quite often. From this information one would assume that "adventure" is the best guarantee of success for a selection in all grades except Grade 9. But even in this grade it ranks high. It is generally understood that the great majority of boys like the fiction which recites the exploits of the adventurer in the garb of the scout, the explorer, the soldier, or the young man who is making his way in the world. Boys have great interests in that field of action where strength and courage and honesty of purpose struggle against the more material environment. The adventure of the peaceful sort in the great out-of-doors is best exemplified by the Boy Scouts. The boys liked the book series on this subject and also read the "Boy Scout Handbook." The grip that the Boy Scout movement has on the boys is illustrated by the number of popular books, read by them, which center about this movement. One book of this group is "Don Strong of the Wolf Patrol" by Heyliger. The hero at the beginning is a careless, good-natured, poor boy with very little interest outside of school and a few friends. Through the influence of a scout-master he becomes highly interested in scouting. Then he performs acts of kindness, has to earn money before he can be promoted in scouting. He works his way through school, takes hikes into the great out-of-doors, deals fairly and squarely, etc. This boy's attitude is a healthy one and the fact that boys read and like it shows that life and character of the highest type appeal to them. Altsheler and Burton also write books of this type and were listed among the readings of the boys. In each case there must be actual heroes. A boy prefers living characters.

Dr. Leonard feels that this element of "adventure" should be properly utilized in the matter of guiding children in their

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1. Jordan, A.M.: Children's Interests in Reading. University of North Carolina Press, 1926. p. 55

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The second part of the report deals with the financial aspects of the work. It gives a detailed account of the income and expenditure for the year and shows how the funds have been used. It also includes a statement of the assets and liabilities of the organization.

The third part of the report deals with the personnel of the organization. It gives a list of the staff and their duties and shows how they have contributed to the work. It also includes a statement of the salaries and other benefits paid to the staff.

The fourth part of the report deals with the results of the work. It gives a summary of the achievements of the organization during the year and shows how they have contributed to the progress of the country. It also includes a statement of the plans for the future.

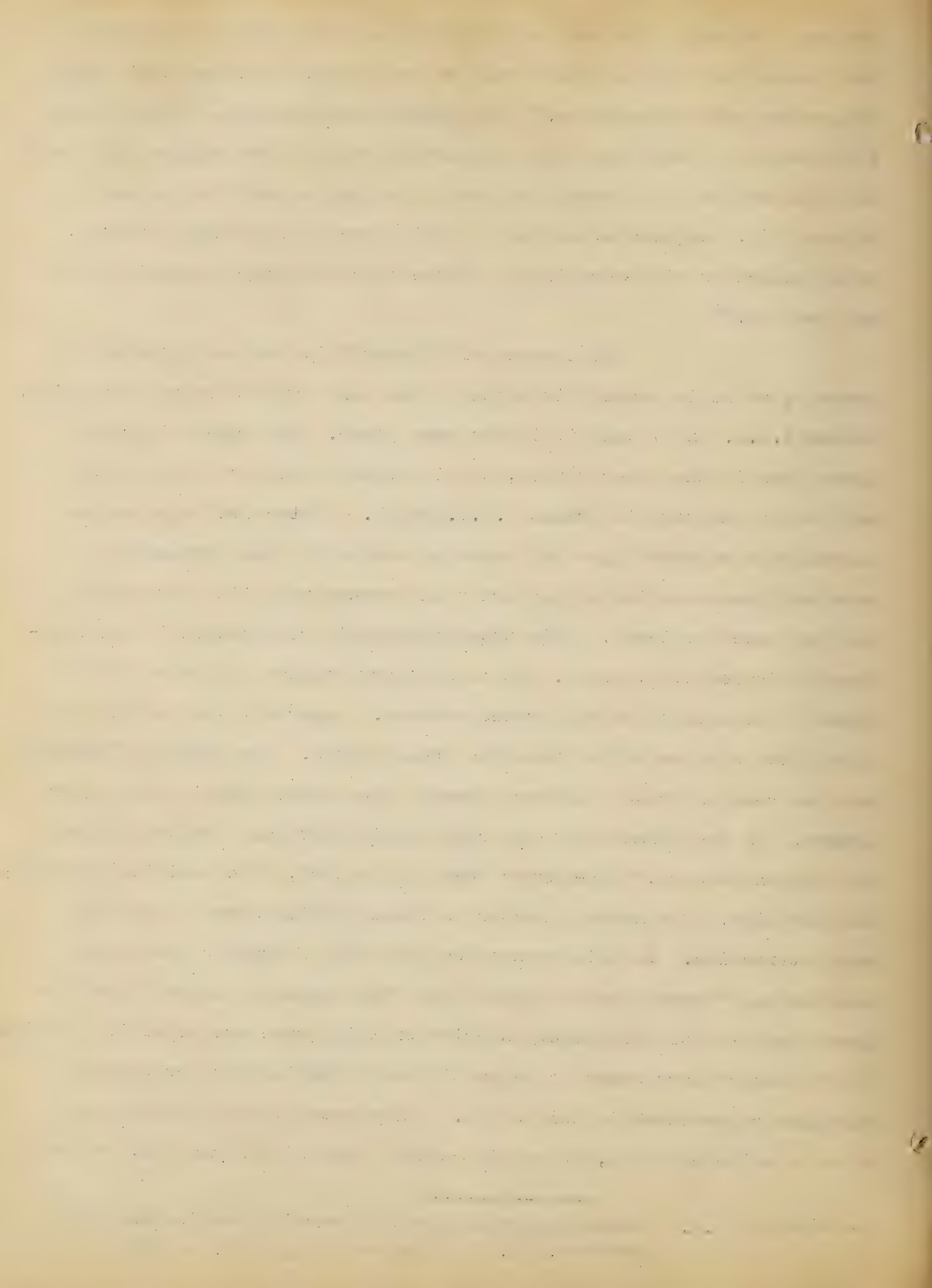
The fifth part of the report deals with the conclusions of the work. It gives a summary of the findings of the report and shows how they have contributed to the progress of the country. It also includes a statement of the plans for the future.

reading. He says, "We need particularly to guide them to literature that helps them tighten their hold on reality and increase their sense of genuine human experience."¹ He further advises that, "It is therefore needful to make sure that the adventures children admire and credit in books are not distorted from reality either by sentimentalism, or by unworthy, exaggerated appeal to their love of incredible romance, or by selection with moralizing purpose which destroys essential truth and reality."¹

The element of "mystery" is the most popular in Grade 9, while in Grade 8 it drops to the next lower step of popularity. Grades I.H.S. and 7 rank it in the same place. In Grade 6 it ranks lower than in the other grades, but in Grade 5 the boys like it as well as do the boys in Grades I.H.S. and 7. "Detective" stories are listed as a separate type but there is evidently some overlapping here and these stories likely are used synonymously with "mystery," in some cases at least. This type of story is represented in the readings of Grades 6, 8, and 9. It is not very popular in Grade 6 but grows in popularity as the grades advance. Apparently the older boys like these stories better than the younger ones. The types of "mystery" stories read in Grade 5 differ somewhat from those read in the higher grades. In the former the boys read stories such as "Tom Swift Among the Diamond Makers," "The Rover Boys in the Air", "The Medicine Buffalo", and the like. The mystery factor in these stories seems to be the main attraction. In this connection the boys of Grade 9 read such stories as, "Secret Service Smith" and "The Enchanted Island"; but the great majority of the mystery stories of this grade are detective stories. The "mystery" story seems to be particularly fascinating for boys of the ages represented in this study. There seems to be a natural desire to solve problems, to unfold certain tangled information, and to

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1. Leonard, S.A.: Essential Principles of Teaching Reading and Literature. J. B. Lippincott Co. 1922. p. 101



really find out just how a certain situation ended.

"Romance" is an element which is not found in the first three grades. It is at first liked in I.H.S., but is the least popular of the elements. In Grade 8 it moves up to a more prominent place and in Grade 9 it comes into its own. Here it is as important as "adventure" and almost as important as "mystery". The boys of the lower grades apparently are not interested in this form of literature. The tender sentiment appears to have little charm for the average elementary-grade boy and only in the High School course does he acknowledge any considerable use for love stories. Some representative stories of this type are, "A Texas Ranger", and "The Three Musketeers." Sometimes it is found that boys, who are developing this love interest, read some very poor material. Dr. Leonard suggests that at this point it is well to introduce "books of travel and art, music and dancing, adventure in handicrafts and in magic, and healthy outdoor books of camping and exploration."¹ The idea is to draw out this love interest and guide it for the time being, at least.

"Humor" is an important quality throughout these grades. From observation and experience it is found that this quality is fairly prominent and interesting to adults as well as to children. It has a fairly high rating in most of the grades but is not represented in Grade I.H.S. When one considers the general appeal of this element he would expect to find it given much greater importance by the boys. However, the boys of this group may prefer reading matter of a more substantial kind. Boys tire of too much fun. Books representing this element are, "Philo Gubb", "The Enchanted Fliver", and "Fighting Back."

"War" is a factor of considerable interest, being more popular in Grades 5 and 6 than in any other grade. It is found

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1. Ibid. p. 98

1. The first part of the report

describes the general situation of the

country and the results of the

survey conducted in the year 1950.

The second part of the report

deals with the economic situation

and the progress of the

development of the country.

The third part of the report

describes the social situation

and the progress of the

development of the country.

The fourth part of the report

deals with the cultural situation

and the progress of the

development of the country.

The fifth part of the report

describes the political situation

and the progress of the

development of the country.

The sixth part of the report

deals with the international situation

and the progress of the

development of the country.

The seventh part of the report

describes the future prospects

and the progress of the

development of the country.

represented in every grade except I.H.S. Apparently this element is better liked in the lower grades. The most popular writer of war and scouting, Altsheler, makes one think the thought of his heroes. He makes them seem as real men. In the "Guns of Bull Run" the heroes talk for a brief space and the reader feels immediately in sympathy with them, for they are brave, honorable, and true. In "Scouts of the Valley" the hero is constantly fighting the Indians, but yet he bears them no hatred. On the contrary, he admires their "powerful muscles" and sympathizes with their longing for the freedom of the great out-of-doors. In these books there is the same appeal of adventure, battle, and victory. There is no halfway-point. The victory is clear-cut and decisive.

"Excitement" is found to be one of the more important and better-liked qualities in a reading selection. It is of the least importance in Grade I.H.S. In the other grades it is fairly prominent, being of the same importance in Grade 5 as it is in Grade 9. The "Sea" is another quality of general liking. It stands higher in Grades 8 and 9 than in any other grades and is lowest in Grades 5 and 6. This quality is not mentioned in I.H.S.

"Sports" stand out as being very prominent in all of the grades. This element does not rank so high in Grade 5 but it is well toward the top in the other grades. Nowadays most every boy is interested in "sports". The schoolboy is interested in his own games and also scans the newspapers for the news of the big league teams. It has been noted that when a public speaker addresses the boys of this study, he has no trouble to hold the attention if he speaks about "sports". "Sports" center about the school. According to the information which the boys have given, Barbour is a representative author of the selections on "sports". His heroes excel in baseball, football, and other sports. They are jolly, good fellows, are honorable, and attend to their lessons.

The story of "The Half-back" is that of a young man who arrives from the country, at a fashionable but rather rigorous boarding school. He has breathed the air of the country and has acquired a rugged constitution. He played on the eighth grade team at home and surprises his comrades with his ability to punt. By accident he saves the life of a boy who is thus brought to know and admire the hero of the story. This boy is very wealthy while the hero is very poor; yet their friendship is very close. The reader follows the hero breathlessly from escapade to escapade in his successful school career. He makes the football team and through his busy life writes long, chatty letters to his mother. There comes a point in a certain game where the score is tie, there are two minutes to play, it is the third down, and ten to go. The hero, with a well-directed kick, sends the ball squarely between the uprights just as the referee's whistle announces the end of the game. For such a man nothing is too good. He is carried off the field on the shoulders of his shouting comrades. Such are Barbour's books. They are captivating to the boy who reads them. Other popular books on this subject are, "Left Tackle Thayer" and "Hitting the Line."

"Aviation" is represented in all grades except I.H.S. In Grades 5 and 6 it is not very important, but is of greater importance in the other grades. One would expect this element to be much more popular since aviation is being so widely advertised and written about at present. Perhaps the boys consider flying a remote possibility for them to realize, and is not like "sports" in which they can indulge at any time.

"Animals" are mentioned in every grade. This element ranks higher in Grade I.H.S. than in any other grade. As a whole it appeals to every grade with about the same force. In the early grades in school the elements of animals, animal play, and personification are important. Such stories are supplemented in the intermediate grades

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It also mentions the results of the various expeditions and the collections made. The second part is devoted to the description of the new species discovered and the changes in the existing ones. The third part contains the conclusions and the suggestions for further work.

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by "Black Beauty", "Petrasche, the Dog of Flanders", and the like.

Animal stories seem to continue to be among the favorites even in the grades up to, and including Grade 9. Both Barnes¹ and Wissler² agree that animals are the subjects of special interests in these grades. In view of this fact altogether too few of such stories appear on reading lists.

"Heroes" are mentioned in every grade except Grade 7.

This element does not rank very high in any grade. In Grade 9 it is in fourth place. This is a rather important quality and it is unfortunate that it does not rank higher from point of interest. Dr. Leonard says, "I know of no force so excellent in its effect on the average student youngster as his hero-worship."³ It is the boys' aim to follow the example of this noble person. It might be that these boys have met the "hero" in so many places in their reading on "war", a more popular element, that they have gotten tired of him.

All of the boys seem to be interested in "School Life", even though it is not one of the very important elements. To certain boys this element is quite fascinating. One boy, in speaking of College life, says, "It tells about real fellows in school." The element is not very popular in the lower grades but grows in importance in the higher grades. This is to be expected because the older boys are more capable of understanding school life in the broader sense; and it is this viewpoint that is expressed in books of this type. Some representatives of School Life are, "The Fugitive Freshman" and "Tom Brown's School Days."

We have considered the most important and most generally liked elements. There are several elements which are not very prominent nor popular throughout these grades. "Hiking" is mentioned in Grade 5

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1. Barnes, W.: Suggestions for the English Course in the Junior High School. School Review XXVII: 523-532. 1919.
2. Wissler, Clark: Interests of Children in The Reading Work of the Elementary Schools. Ped. Sem. V: 523-540. 1898
3. Leonard, S.A.: Essentials Principles of Teaching Reading and Literature. J. P. Lippincott Co. 1922. p. 94

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but in no other grades. It is of no great importance here. Boys of this grade are being trained in the fundamentals of Boy Scout practice and take frequent hikes. This may explain the reason for the element appearing at this place. Boys of Grades 5 and 6 read "Fire Stories" but such stories are placed quite near the least popular elements. These stories are apparently not interesting to the boys of the higher grades. "Ghost Stories" are represented in Grade 7 only. They are not very popular in this grade and apparently are not well liked by the other boys. "Giants" are read about in Grade 5 and Grade I.H.S. but are not very popular. "Biography" is mentioned in Grades 7 and 8. This element is found in some types of fiction reading but is generally known as a type of non-fiction. The "myth" is named only in Grade 8. This appears to be a very unpopular form of fiction.

One would expect to find "Indians" more popular among boys. This element is fairly popular in Grade 5 but in the other grades where it is represented it is found well down the list. Apparently this quality has the greatest appeal for the smaller boys. "Fairy Tales" is another type of story that is represented rather sparsely. Boys of Grades 5, 7 and 8 read such stories but do not give them a prominent place. The fact that these stories are read by boys of Grade 8 does show that interest in such stories does not die out with the lower grades. Two other elements "Pioneer Life" and "Western Life" appear to have a rather general appreciation but rank among the less popular qualities.

In comparing the elements listed under the various grades one notes the comparatively small range of these elements in Grade I.H.S. Their reading is along the line of the less fictitious kind. This is what one would expect from this type of boy who is less responsive than the regular academic type. He does not seem to delight to any great extent in the more emotional kinds of reading. The other grades each cover a wide range of qualities which are about equally divided, numerically, among the

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grades and represent more of the emotional types of fiction.

The names of these qualities as given by the boys to characterize their interest in reading selections are descriptive rather than analytical. The terms were not secured from a classified list but the boys used whatever terms they chose. The selection of these terms was limited only by the selections which were read. Chart II then shows the relative importance of the qualities which seem to be the determinants of the boys' interests in the books which they have read.

Psychologists tell us that boys' interests are such because of instincts, which are directed and modified by the many experiences of life. The direction that an instinct takes, then, is determined by training and education. That there are original forces remarkably alike in spite of the complicated influences of training, is evidenced by the great similarity in the choice of books by such a group of boys. One of the greatest impulses of a boy is his love of sensory life for its own sake. As evidence of this the "Boy Scout" must wander through the woods, must move from place to place, must be in battles, and must protect defenseless people. The baseball player must make many hits, must pitch many games, and must get into many tight places. If there is description it must be brief for one must hurry on. Not style but action is important.

CHAPTER VI

CONCLUSIONS

The foregoing data seem to justify the following conclusions:

1. More books of fiction and non-fiction were read in September than in January. There was a steady decline in the amount of reading, month by month, which applies to each grade. It is quite possible that the lack of stabilization due to the introduction of the new House System caused, to a large degree, the wide variability in the number of books read, month by month. This decrease in the amount of reading took place gradually. As new recreational activities were developed they gradually gained recruits, and, as these new numbers became interested, others left their recreational reading to join their fellows. It is the opinion of many of the instructors, that after the novelty of the new system has worn off and the boys become adjusted to the new conditions, many will return to their recreational reading. If such be not the case then efforts should be made to encourage more spontaneous reading. In stimulating this interest some of the following suggestions may be useful:

- (a) Organize book clubs.
- (b) Books to be left in home rooms to be read whenever possible.
- (c) Dramatization of stories to be read.
- (d) Records kept of books read, by means of lists, charts, posters, graphs, etc.

SECRET

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FROM: [illegible]

SUBJECT: [illegible]

[illegible text]

[illegible text]

[illegible text]

[illegible text]

(e) Extra credit given for outside recreational reading.

(f) Post reading lists on the bulletin board with a comment by the teacher on the character of each book.

(g) Introduce new books to the groups.

(h) Put in the boys' path the need for consulting various materials in the library.

(i) Have a boy tell part of the story of an interesting book which he has read.

(j) Have a definite place and a definite time for the boys to talk over the books which they have read.

2. Between grades there was quite a difference in the amount of reading. In the matter of fiction the younger boys averaged a greater number of books per boy for any period than did the older boys. This may be due to the fact that the former had more time to read. The latter had part of their time taken up with outside school work in addition to obligations to meet in the band, battalion, and orchestra. They also took part in organized games which the younger boys did not follow. In the case of non-fiction the situation is reversed. The older boys read more books than the younger ones. There appears to be a more serious attitude on the part of the former to read more generally for information while the latter read mostly for fascination and entertainment. The most popular types of non-fiction read by these boys are history, science, biography, and books on "what-and-how-to-do" things. There were also some interesting individual choices, such as: etiquette, caterpillars, palmistry, paleontology and sermons. The amount of non-fiction read by the entire group was small. It is uncommon to find any steady interest among the boys. Many of the popular books contained the elements of love and adventure. In biography and history the most popular books were those which give their accounts in story form, and interest is confined to those authors who can write

history or biography in the form of an exciting story.

3. Only 12 boys do no reading at all. These are distributed throughout all of the grades except the I.H.S. Every boy in this grade does some reading. Few of the 12 boys stated that they did not like to read and most of them gave reasons which indicated that they were occupied otherwise during recreation time.

4. There is a small amount of poetry read in these grades. The I.H.S. boys did not read any. Very little English poetry is read and it is more popular with the older boys. Practically all of the reading done by the younger boys is in American poetry. This may be due to the fact that English literature is not stressed until the later grades. Longfellow and Whittier are the most popular poets in each grade. A taste for poetry might be developed in more cases, if story poems dealing with child and animal life, rather than lyrics and uninteresting meditation, be especially emphasized in early English lessons.

5. There is a remarkably good showing in the number of boys who do religious reading. This is especially true of the younger boys. Approximately 74% of the entire group do some religious reading. 88% of those who read religious books read the Bible and 12% read the Catholic prayerbook. 7 boys read both. No other religious books were mentioned. These books were read at various intervals, from "twice daily" to "weekly", but most of the boys read "weekly". The older boys did less reading than the younger ones. In view of the evidence given, Bibles and other religious reading should be supplied in such a manner and in such numbers, that each boy will have access to that which he wishes to read.

6. A total of 56 magazines was read. 384 boys or about 50% of the group read magazines. The first five magazines in their order of popularity are: "Popular Mechanics", "American Boy", "Literary Digest", "Popular Science", and "Boys's Life". The greatest number of magazines

It was very early, very quiet and very dark.

I was sitting in my room, waiting for the morning.

The first light came in the morning, and I was still there.

The sun was shining, and the birds were singing.

I was still sitting there, waiting for the day to begin.

The day was bright, and the world was full of life.

I was still sitting there, waiting for the night to come.

The night was dark, and the stars were shining.

I was still sitting there, waiting for the morning to come.

The morning was bright, and the sun was shining.

I was still sitting there, waiting for the day to begin.

The day was bright, and the world was full of life.

I was still sitting there, waiting for the night to come.

The night was dark, and the stars were shining.

I was still sitting there, waiting for the morning to come.

The morning was bright, and the sun was shining.

I was still sitting there, waiting for the day to begin.

The day was bright, and the world was full of life.

I was still sitting there, waiting for the night to come.

The night was dark, and the stars were shining.

I was still sitting there, waiting for the morning to come.

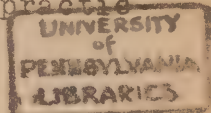
The morning was bright, and the sun was shining.

I was still sitting there, waiting for the day to begin.

was read in Grade 9, but there were more boys in Grades 5, 6 and 7 who read magazines than in the three higher grades. Some of the older boys read a number of magazines. The chief appeal in magazine reading is found in "how-to-do" things and adventure.

7. The fundamental elements of interest in fiction are fairly constant from grade to grade, although they do not maintain the same degree of importance in each grade. Some qualities, as fairy tales and supernatural elements, persist in importance throughout the grades, although the character of the subject-matter referred to, changes considerably. "Adventure" is the most important element in each grade except the ninth where it is outranked by "mystery". Among the other elements of general prominence in all grades may be mentioned, "Sports", "War", "Sea", "Animals", "Humor" and "Excitement". Romance is not interesting to the boys until they reach the higher grades. "Aviation" does not seem to be generally well liked. "Indians" are popular with the younger boys. It is apparent that boys' reading covers a wide range of elements.

8. There were very few books that were disliked. In most cases this was possibly due to a peculiarity in the boy rather than to some fault of the book, for other boys read the same books and found them interesting. There were given such reasons for not liking a book as; "impossible", "too unnatural", "deep and monotonous", "too much fake", "mysteries cannot be solved", and the like. These boys want books that are light, modern, and lively. They do not want serious books. The fact that so few books were disliked is an indication that the supplementary reading materials provided by the school are practically adequate.



9. There were found to be six factors affecting choice. They are, in their order of importance, "Personal choice", "Other boys", "Authorship", "Teachers", "Gifts", and "Moving Pictures". The influence of these factors varies with the grade. The following is the order of

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importance for these factors in each grade:

Grade 5 -- "Personal choice", "authorship", "other boys",
"teachers", "gifts".

Grade 6 -- "Personal choice", "other boys", "authorship",
"gifts", "teachers".

Grade 7 -- "Personal choice", "other boys", "authorship",
"teachers", "gifts".
(The latter two rank the same.)

Grade I.H.S -- "Personal choice", "other boys", "author-
ship", "teachers".

Grade 8 -- "Personal choice", "other boys", "authorship",
"teachers", "moving pictures", "gifts".

Grade 9 -- "Personal choice", "other boys", "authorship",
"teachers", "moving pictures", "gifts".

10. The I. H. S. group makes a very favorable showing in their general reading as compared with other grades.

11. The wide range of interests as shown by Chart II indicates the necessity of having a wide range of reading material in these grades. In planning the required reading lists, the aim should be to offer a range of material inclusive enough for the development of all wholesome interests that already are active. The ends, which reading is to serve in life, include information and interchange of ideas and practical experiences as well as the enjoyment of an art product. Since all these ends exist, reading curricula should develop abilities and motives for each, which presupposes a rangeful list of reading materials.

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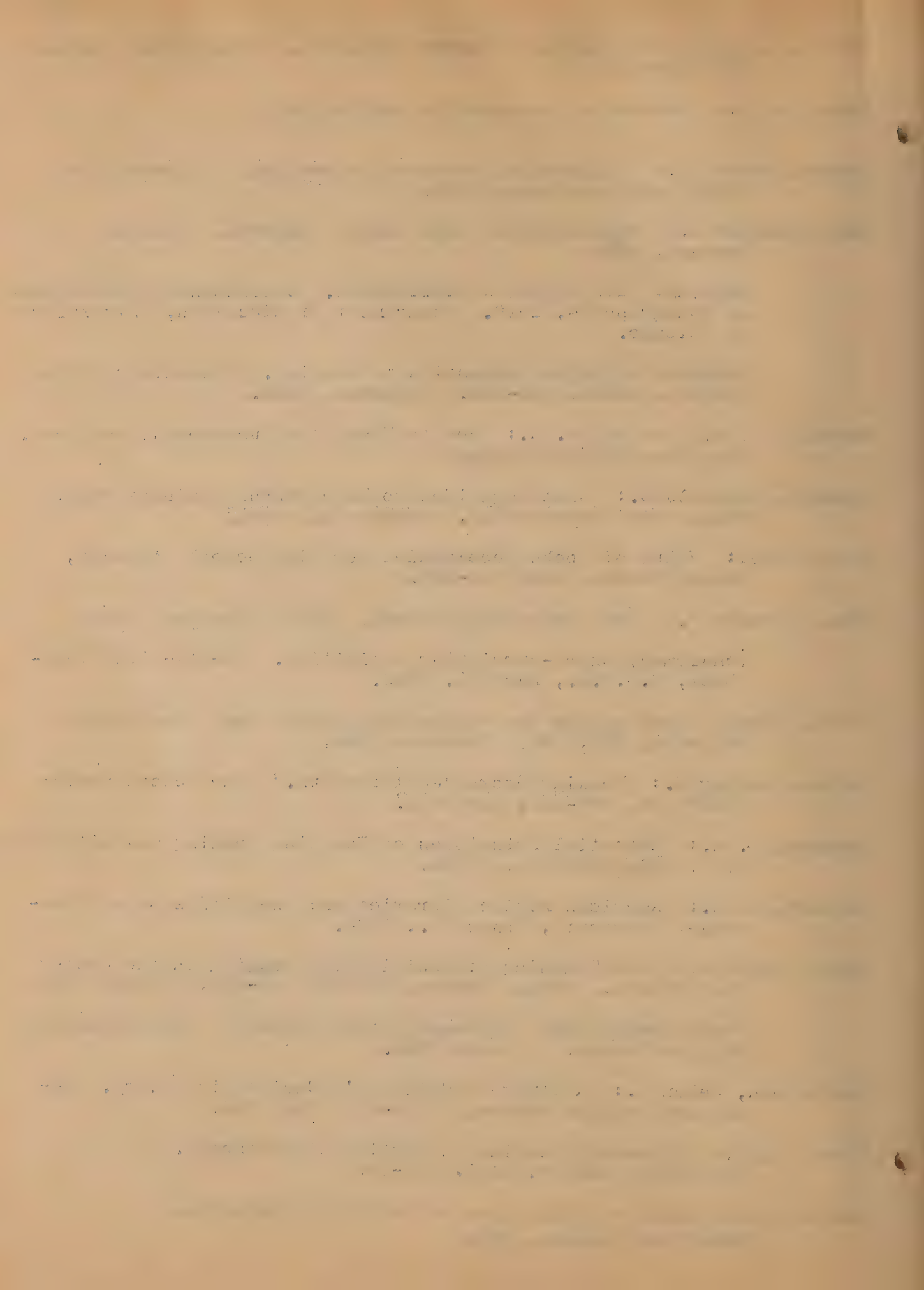
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1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research.

2. The second part of the report is a detailed description of the methods used in the study. It includes a discussion of the experimental design, the data collection procedures, and the statistical analysis techniques.

3. The third part of the report is a presentation of the results of the study. It includes a discussion of the findings, a comparison of the results with previous research, and a summary of the conclusions.

4. The fourth part of the report is a discussion of the implications of the study. It includes a discussion of the theoretical and practical significance of the findings, and a summary of the recommendations for further research.

5. The fifth part of the report is a conclusion. It summarizes the main findings of the study and provides a final statement on the importance of the research.

6. The sixth part of the report is a list of references. It includes a list of the books, articles, and other sources used in the study.

7. The seventh part of the report is an appendix. It includes a list of the tables, figures, and other supplementary material used in the study.

8. The eighth part of the report is a glossary. It includes a list of the terms and abbreviations used in the study.

9. The ninth part of the report is a bibliography. It includes a list of the books, articles, and other sources used in the study.

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